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The Mailman's Hat

A Reading A-Z Level K Benchmark Book

Word Count: 333

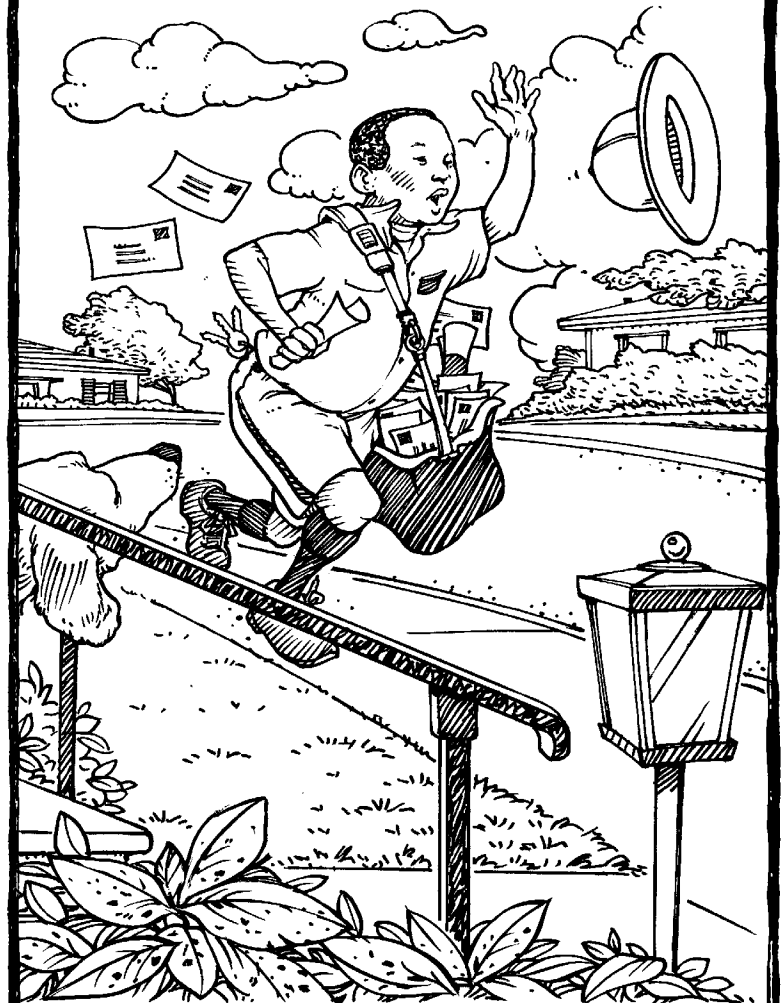


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BENCHMARK • K

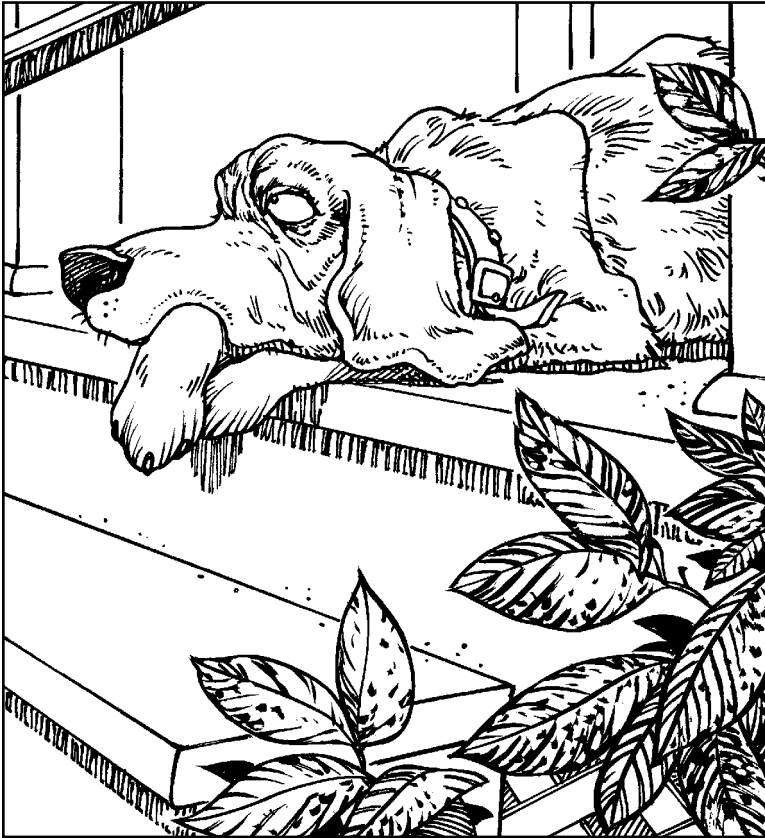
The Mailman's Hat



Written by Kitty Higgins • Illustrated by Joel Snyder

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The Mailman's Hat



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Illustrated by Joel Snyder

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The Mailman's Hat
Level K Benchmark Book
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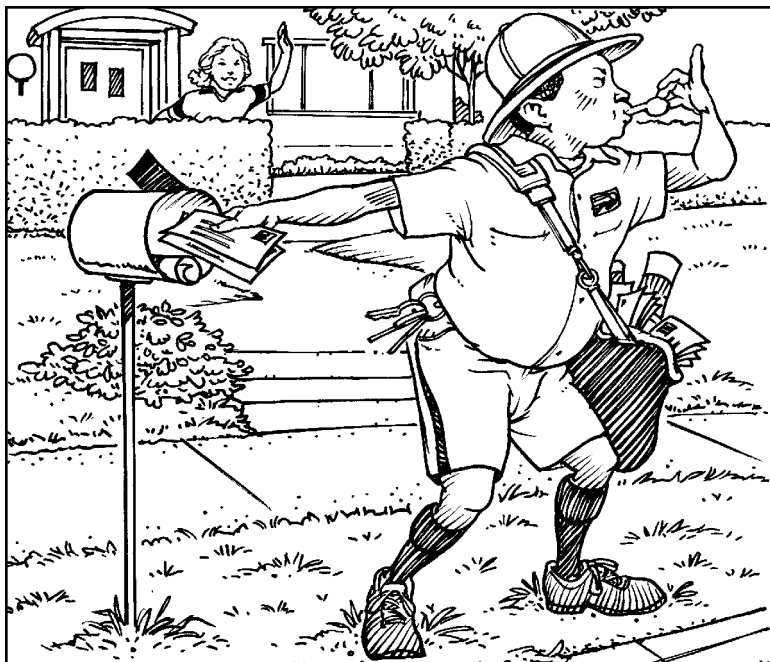
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Correlation

LEVEL K

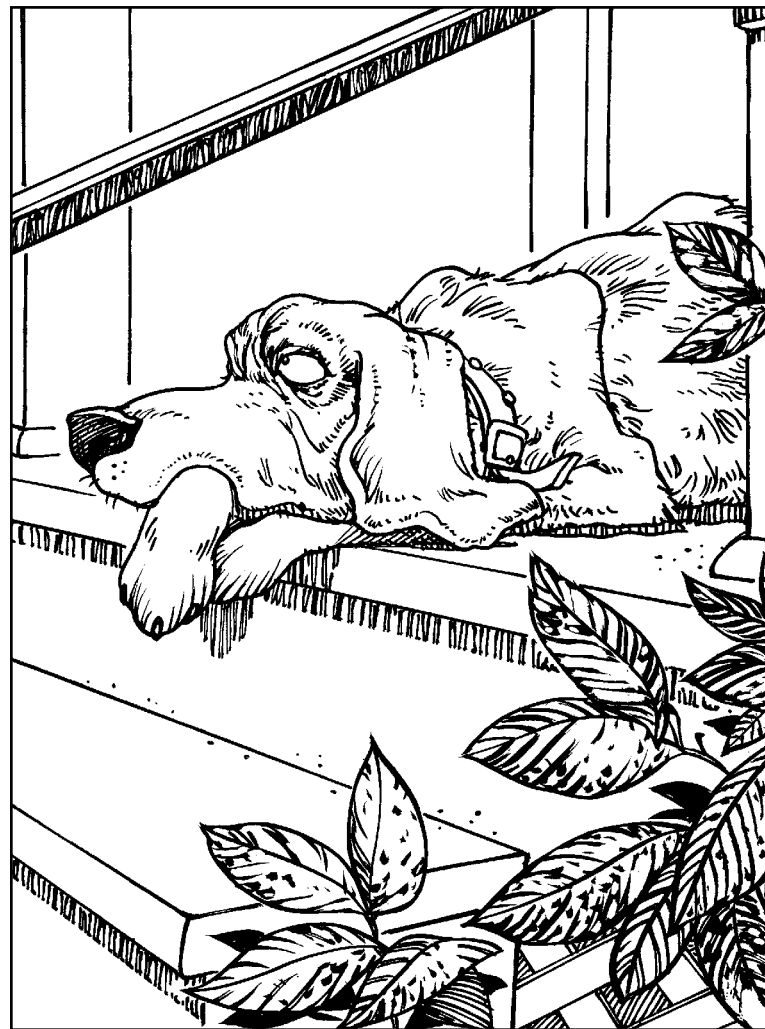
Fountas & Pinnell	J
Reading Recovery	17
DRA	18

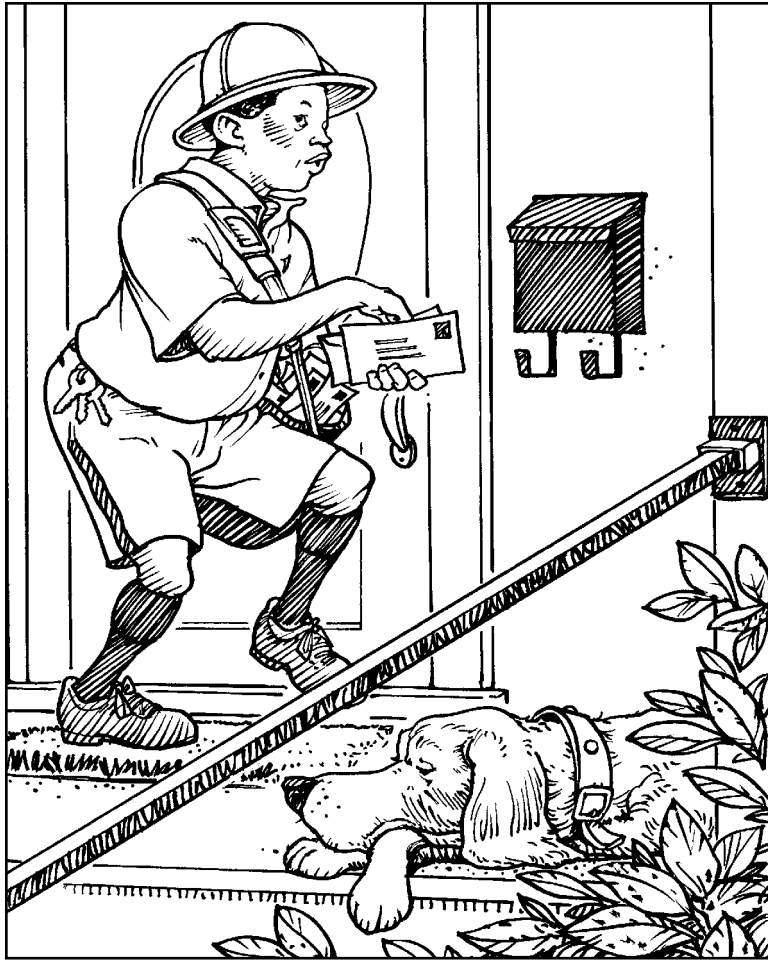


Mr. Smith was a mailman, and he wore a mailman's hat. He carried a pouch full of letters for the people on Dew Mellon Way.

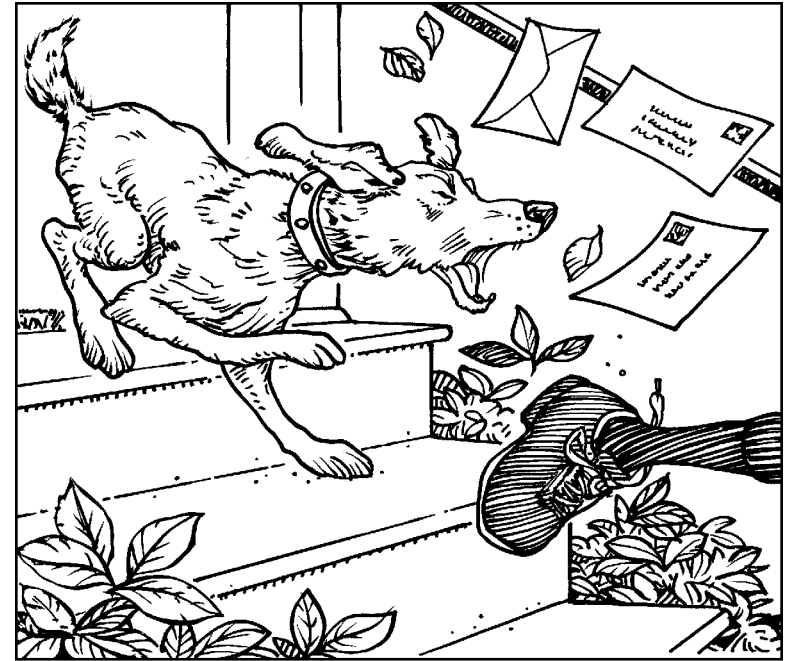
He also had a whistle that he would blow at every stop. When the whistle blew, people would come out of their homes to see if there was mail in their boxes.

But there was one house where the whistle didn't blow. A dog named Duffy lived there. Duffy loved to bark and bite.





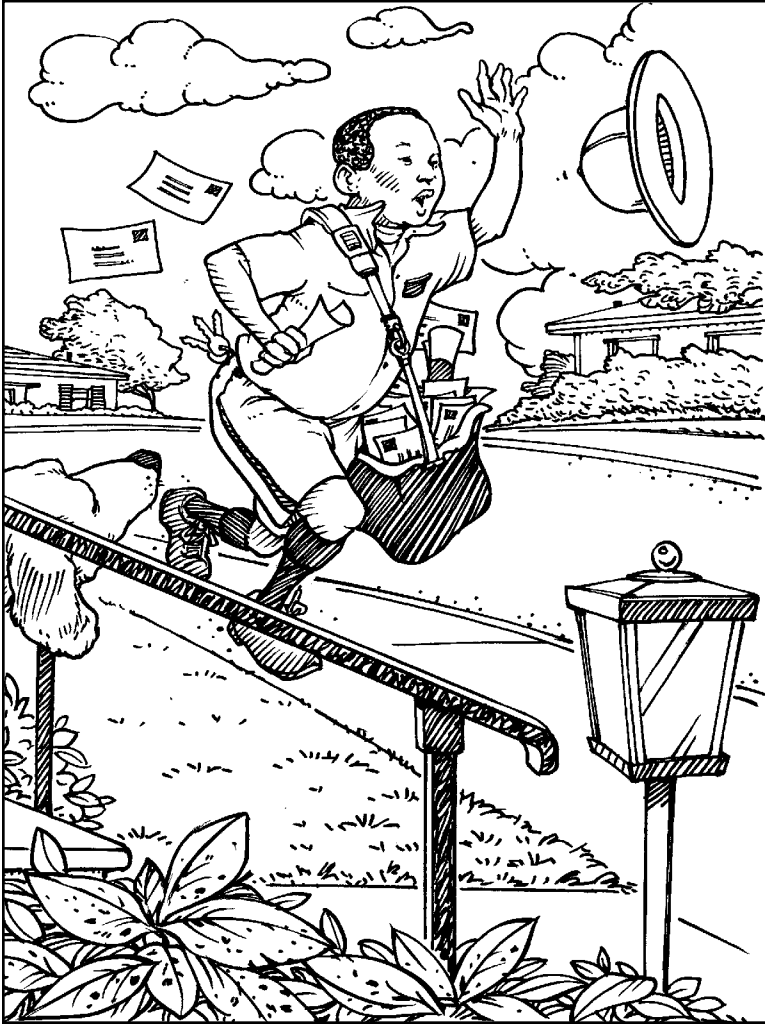
Each day, Mr. Smith would tiptoe up the walk to the house where Duffy napped. Trying not to make a sound, he would put the mail in the box.



Duffy was a very light sleeper. He would wake with a bark and a snap. Then he would chase Mr. Smith off the porch and down the block.

Every day, rain or shine. Mr. Smith would bring the mail to Dew Mellon Way. And every day, he would get chased by Duffy. That is, until one gusty day in March.

The wind was blowing very hard that morning. Mr. Smith's hat flew off his head and into the air like a kite.



His hat landed right on top of Duffy's dish! Duffy jumped up from a sound sleep, barking at the noise.





Mr. Smith was sure that Duffy would chew his hat to shreds and that he would be a mailman without a hat. But he had an idea.

When Mr. Smith came to the porch, Duffy was waiting. He had the mailman's hat in his mouth. Mr. Smith reached into his pouch for the mail. But what he pulled out was a dog biscuit.





Duffy didn't shred the mailman's hat or bark at Mr. Smith. Instead, he dropped the hat at Mr. Smith's feet, sat quietly, and waited for his treat.

From that day forward, Mr. Smith brought more than just the mail to Dew Mellon Way. He brought a biscuit for his friend, Duffy, who wagged his tail whenever the mail whistle blew.



Reading a-z Running Record

Level K

Student's Name _____ Date _____

The Mailman's Hat
168 words

Have the student read out loud as you record.

Assessed by _____

page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E			S-C		
				M	S	V	M	S	V
3	Mr. Smith was a mailman, and he wore a mailman's hat. He carried a pouch full of letters for the people on Dew Mellon Way. He also had a whistle that he would blow at every stop. When the whistle blew, people would come out of their homes to see if there was mail in their boxes.								
4	But there was one house where the whistle didn't blow. A dog named Duffy lived there. Duffy loved to bark and bite.								
5	Each day, Mr. Smith would tiptoe up the walk to the house where Duffy napped. Trying not to make a sound, he would put the mail in the box.								
6	Duffy was a very light sleeper. He would wake with a bark and a snap. Then he would chase Mr. Smith off the porch and down the block. Every day, rain or shine. Mr. Smith would bring the mail to Dew Mellon Way. And every day, he would get chased by Duffy. That is, until one gusty day in March.								
Totals									

Accuracy Rate:

Error Rate:

Self-correction Rate:

Gorillas

A Reading A-Z Level K Benchmark Book

Word Count: 219

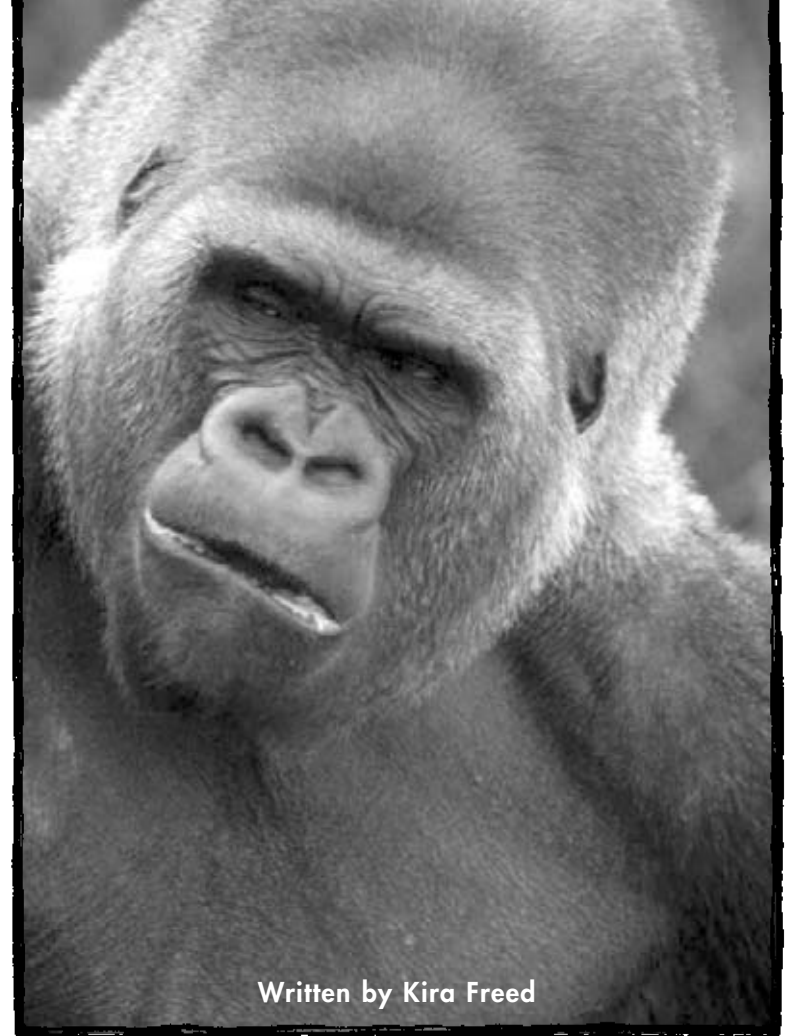


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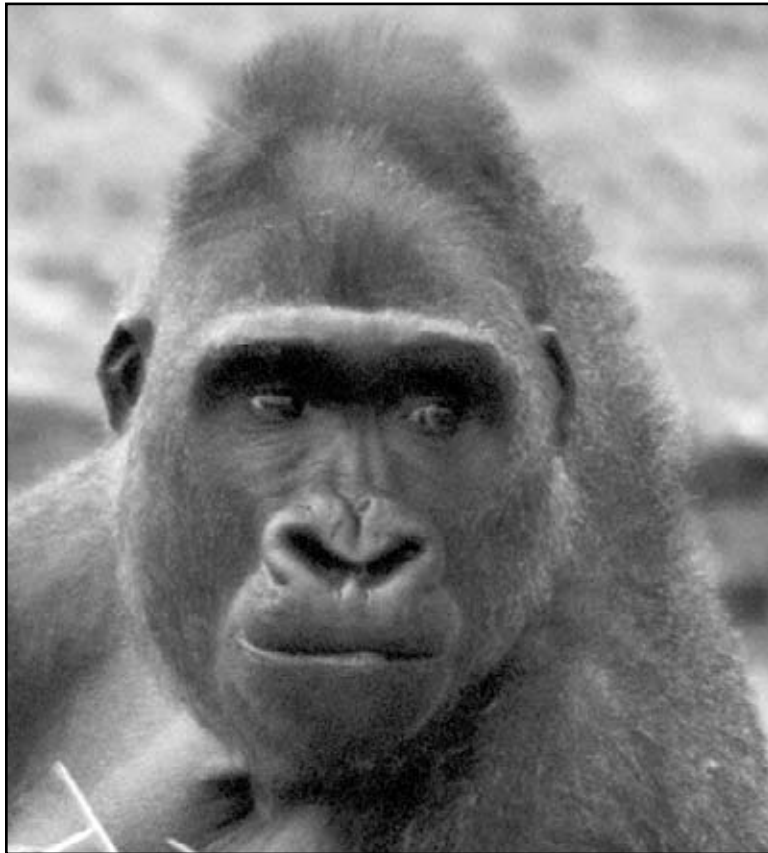
Gorillas



Written by Kira Freed

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Gorillas



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Special thanks to the Gorilla Foundation (www.koko.org) for providing the photo on page 10. The Gorilla Foundation's mission is to bring interspecies communication to the public in order to save gorillas from extinction, and to inspire children to create a better future for all the great apes.

Special thanks also to Dr. Melissa Remis of Purdue University for the photos on page 11. Dr. Remis is currently researching the decline of western lowland gorillas due to human activity in the Dzanga-Sangha National Forest Reserve in the Central African Republic.

Gorillas
Level K Benchmark Book
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Map by Craig Frederick

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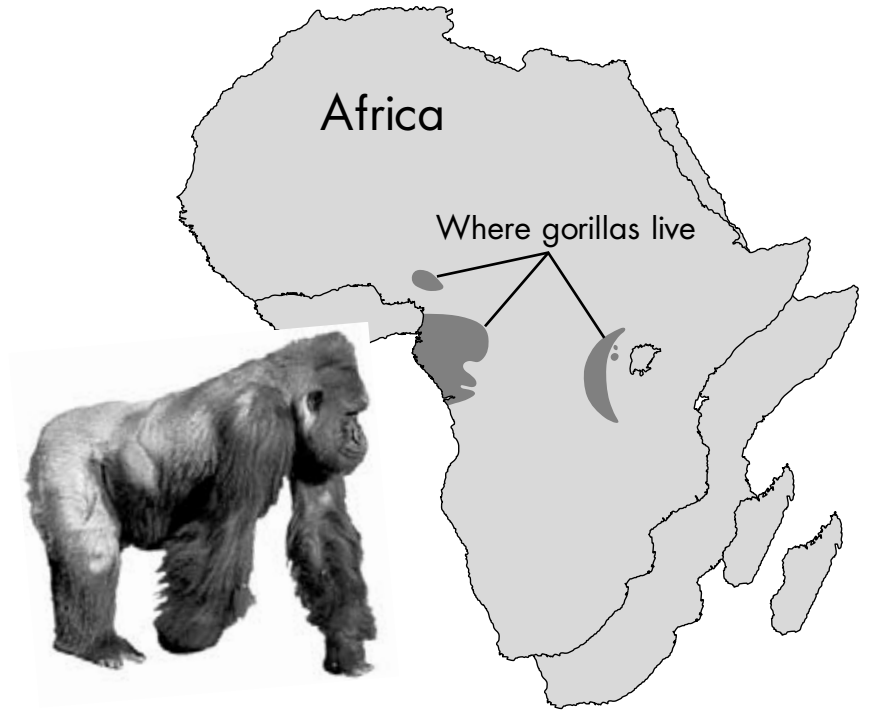
Correlation

LEVEL K

Fountas & Pinnell	J
Reading Recovery	17
DRA	18



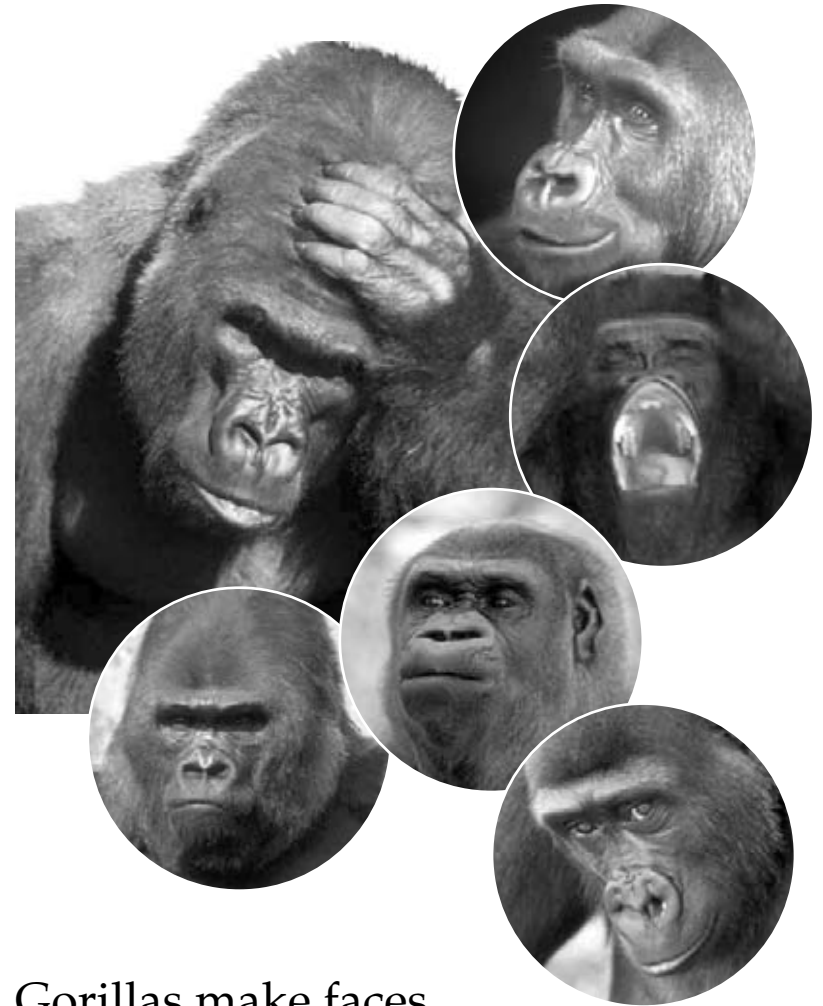
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Gorillas

Gorillas are members of the great ape family. They live in the forests of Africa. Gorillas have strong, heavy bodies. They can walk on two legs like people do. Most of the time they walk on their feet and hands.

Gorillas eat leaves, stems, bark, fruits, flowers, and wood. They also eat insects and snails. Most gorillas do not hunt.



Gorillas make faces to show how they feel. Their faces tell if they are happy, sad, or upset. Gorillas can cry, and they laugh when they are tickled.

Gorilla Families

A gorilla family is called a troop.

A troop eats, sleeps,
and plays together.

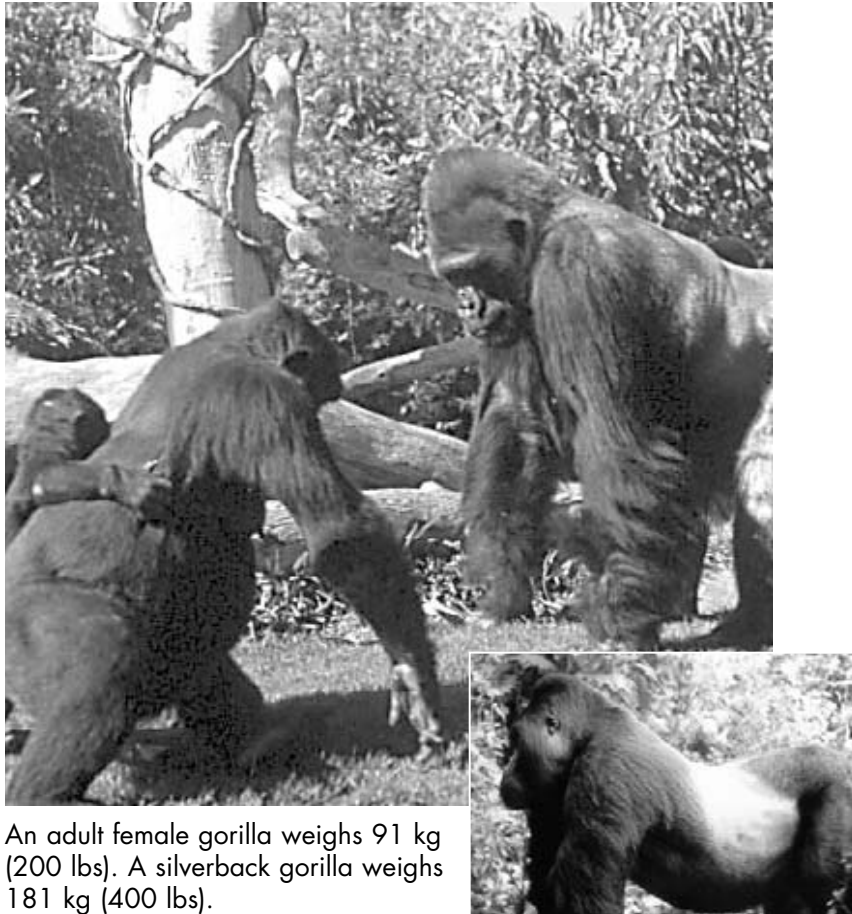
Family members play tag,
catch, and dress-up with leaves.



A gorilla baby nurses and stays
close to its mother for a few years.
It rides on her back to move
around.



A baby gorilla stays near its mother until it is about 10 years old.



An adult female gorilla weighs 91 kg (200 lbs). A silverback gorilla weighs 181 kg (400 lbs).

When a male gorilla grows up, the fur on its back turns silver. It is called a silverback. The silverback's job is to protect the troop.



Penny and Koko in Koko's kitchen

Learning to Talk

Gorillas are very smart. A woman named Penny taught a gorilla to use sign language. The gorilla's name is Koko. Koko uses signs to tell Penny what she wants and how she feels.

Gorillas in Danger

Many gorillas have been
killed by hunters.

Their forest homes
are being cut down.

Gorillas are now endangered.

Many people are trying to save
these great apes.



A scientist looks at a gorilla nest.
She is trying to find out how many
gorillas are left in the forest.



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Reading a-z Running Record

Level K

Student's Name _____ Date _____

Gorillas
114 words

Have the student read out loud as you record.

Assessed by _____

page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E			S-C		
				M	S	V	M	S	V
4	Gorillas Gorillas are members of the great ape family. They live in the forests of Africa. Gorillas have strong, heavy bodies. They can walk on two legs like people do. Most of the time they walk on their feet and hands.								
5	Gorillas eat leaves, stems, bark, fruits, flowers, and wood. They also eat insects and snails. Most gorillas do not hunt.								
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7	Gorilla Families A gorilla family is called a troop. A troop eats, sleeps, and plays together. Family members play tag, catch, and dress-up with leaves.								
Totals									

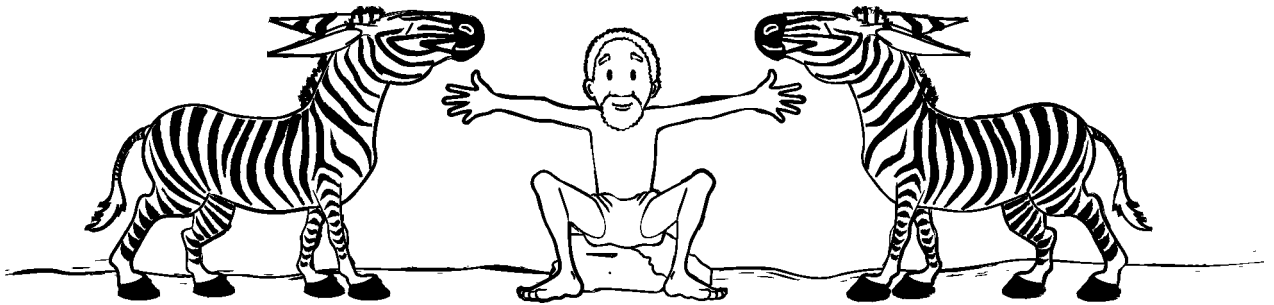
Accuracy Rate:

Error Rate:

Self-correction Rate:

LEVELED READER • K

How Zebras Got Their Stripes



A Ugandan Folktale Retold by Ned Jensen • Illustrated by Signe Nordin

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How Zebras Got Their Stripes

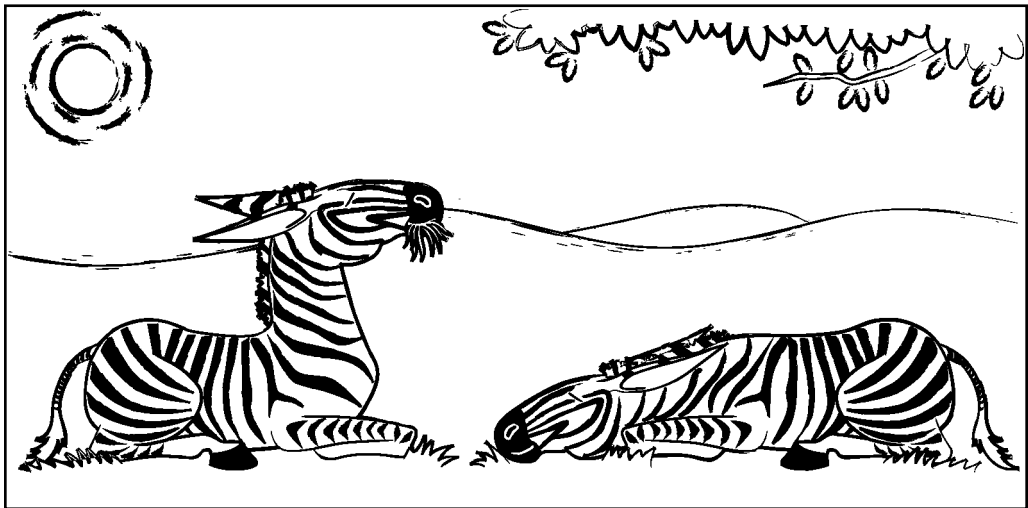
A Reading A-Z Level K Leveled Reader • Word Count: 432



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How Zebras Got Their Stripes



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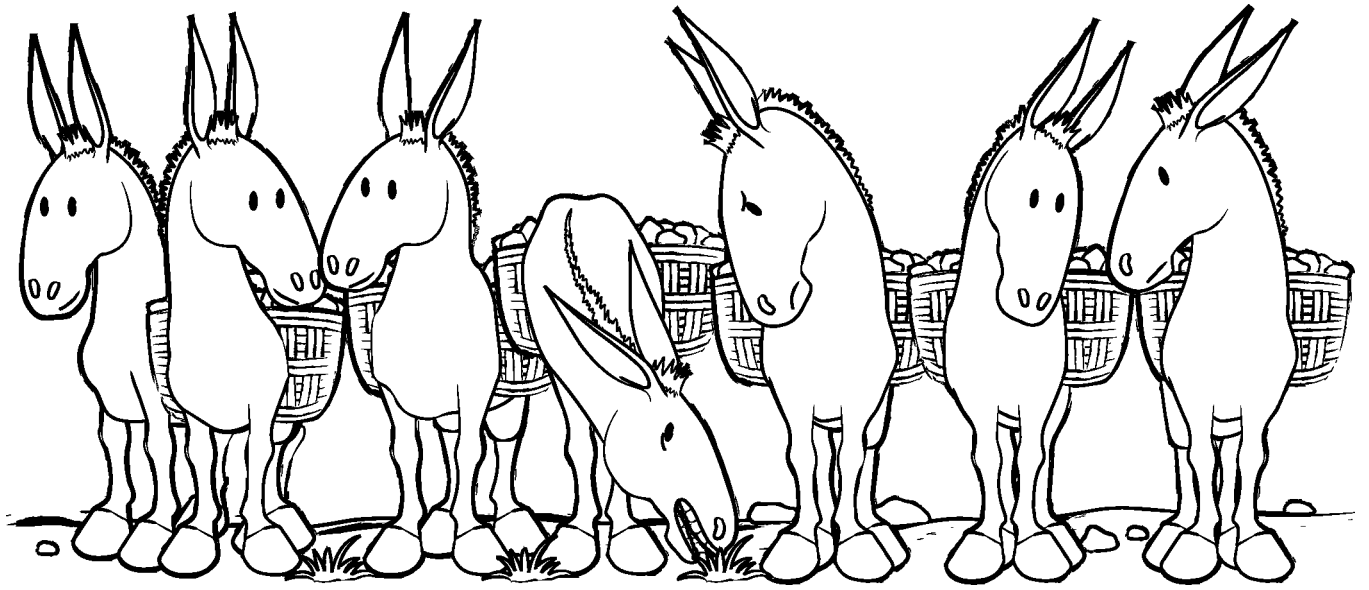
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LEVEL K	
Fountas & Pinnell	J
Reading Recovery	17
DRA	18

Correlation

This story is a retelling of a folktale from Uganda. Uganda is a small country in east-central Africa containing the northern part of Lake Victoria.

How Zebras Got Their Stripes
Level K leveled Reader
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A Ugandan Folktale
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Illustrated by Signe Nordin
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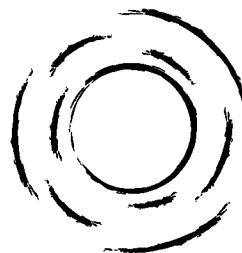
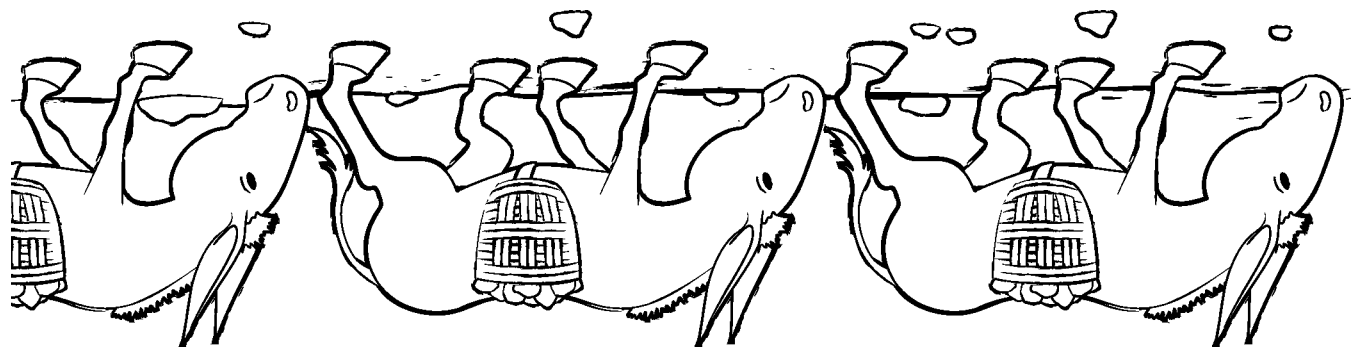


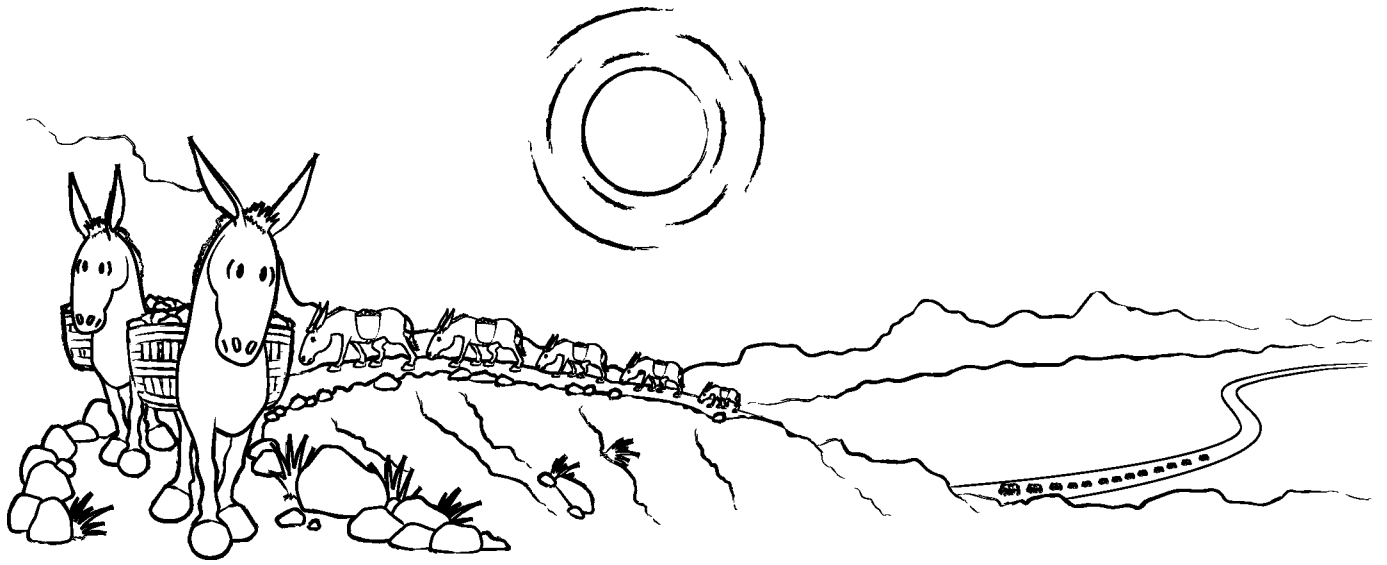
Long, long ago there were no zebras.
But there were a lot of donkeys.
The donkeys worked hard each and every day.

3

They had no time to play or to relax.
It was just work, work, work.

4



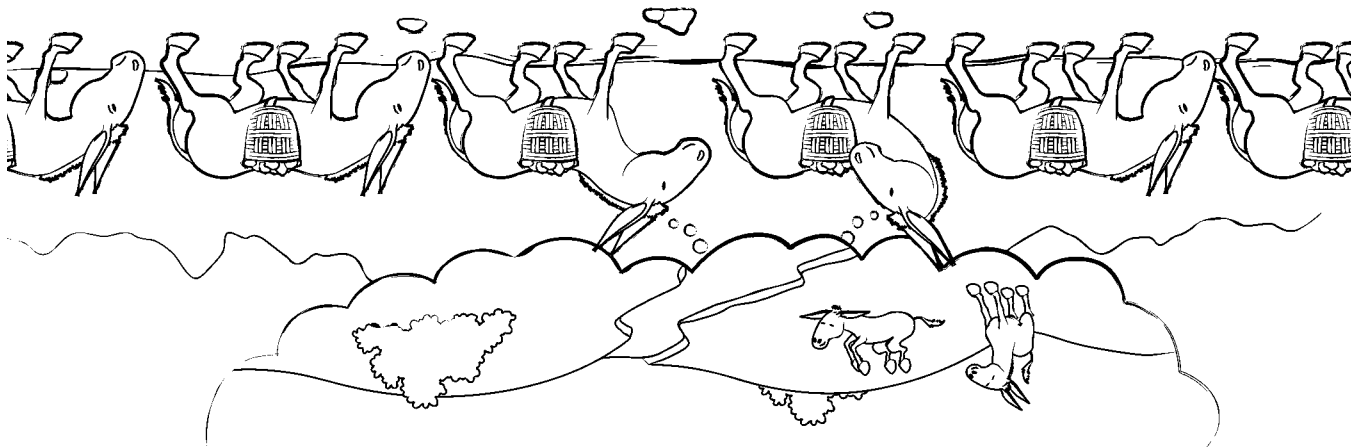


The donkeys carried heavy bundles.
They carried the bundles for miles,
but they never felt appreciated for the work they did.

5

One day two donkeys got fed up.
They decided they did not want to work all the time.
Instead, they wanted to graze in green fields.
They wanted to drink from clear streams,
and they wanted to lie on soft grass.

9



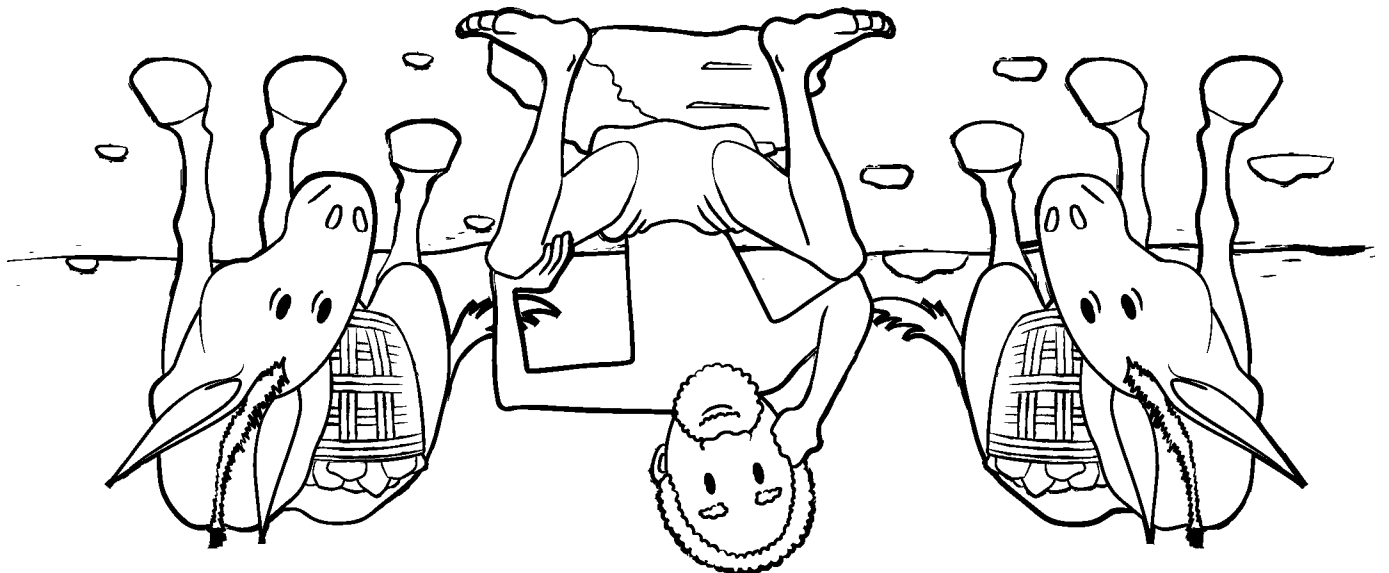


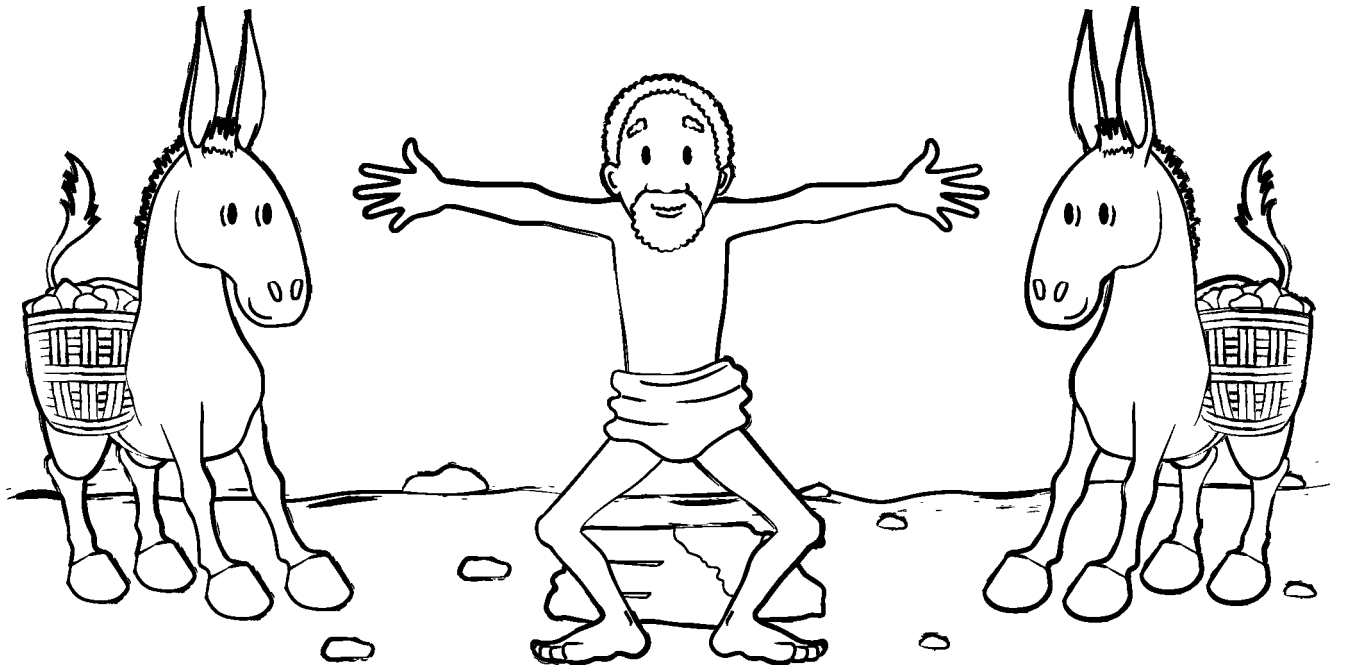
The donkeys went to see a wise old man.
They told him their problem.

7

The wise old man thought and thought.
He agreed that they worked too hard,
and he wanted to help the donkeys.

8



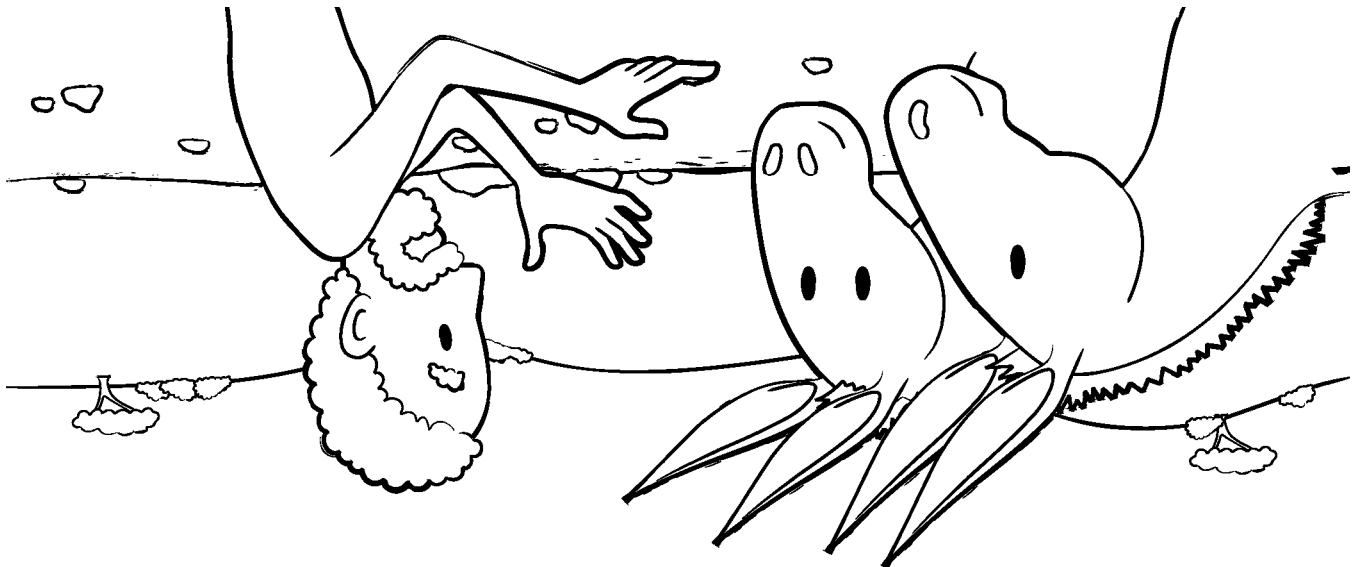


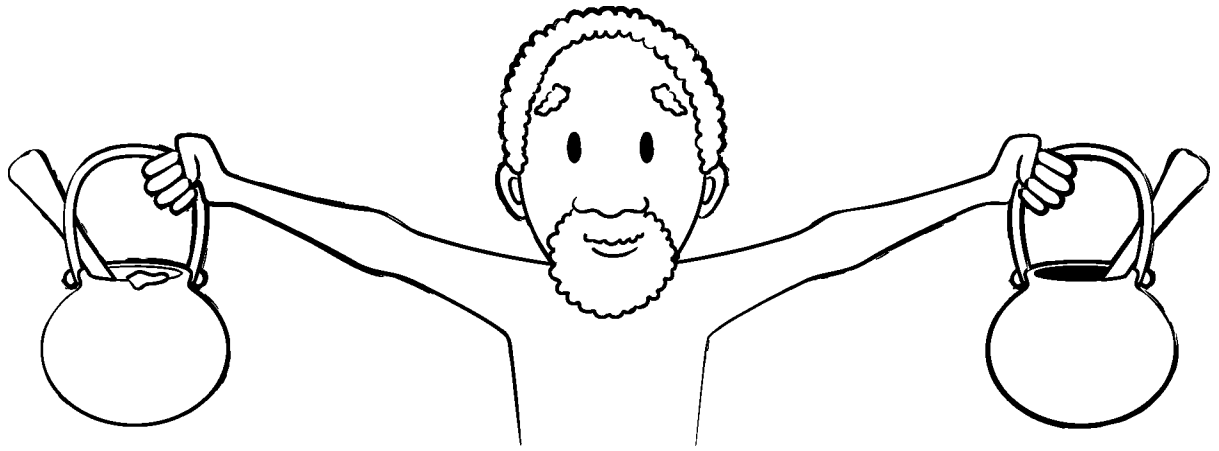
Then suddenly the wise old man jumped up.
“I have an idea,” he said.

9

“What is your idea?” asked the donkeys.
“I am going to paint you,” said the man.
“I will paint you, and no one will know you are donkeys.”

10

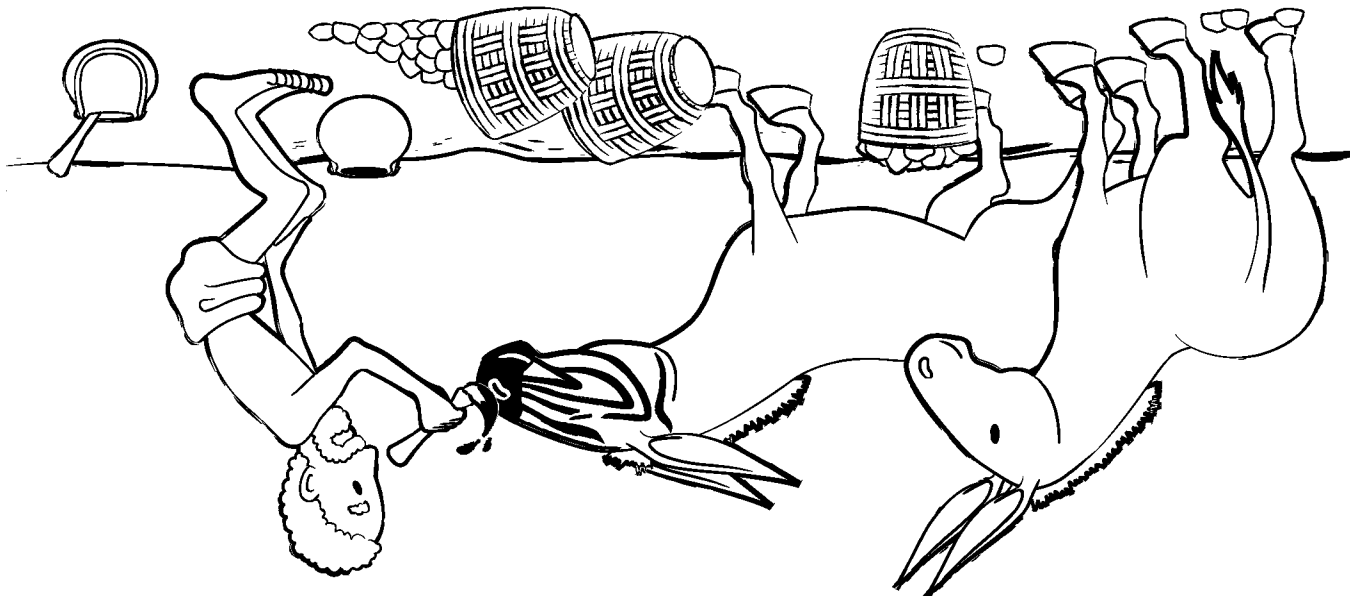


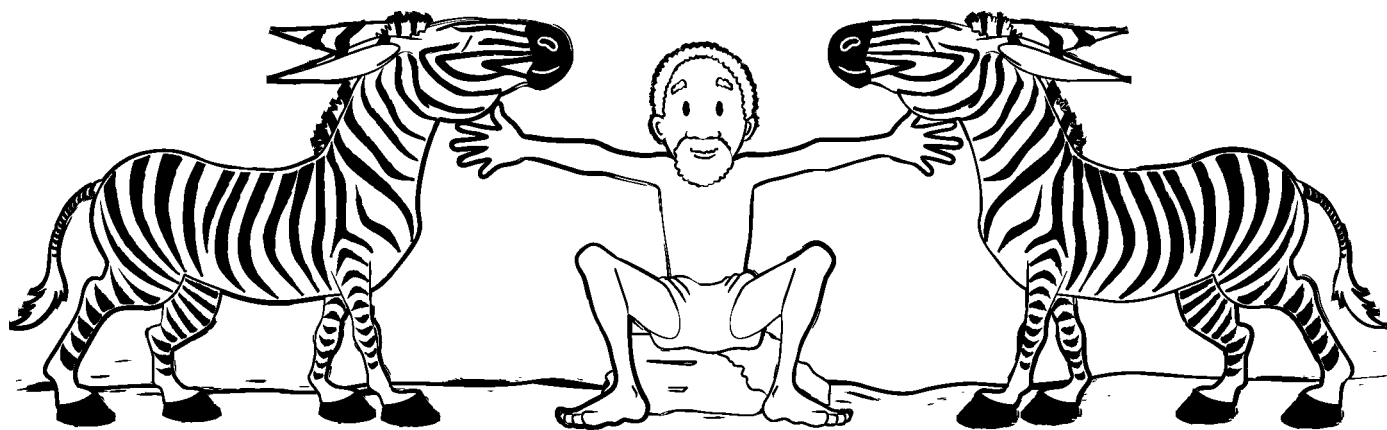


The wise old man went off to find some paint,
and he returned in just a matter of minutes.
He had two pots of paint.
One pot was filled with white paint,
and the other was filled with black paint.

11

12
The old man began to paint the donkeys.
First he painted them white, and then
he painted black stripes over the white paint.





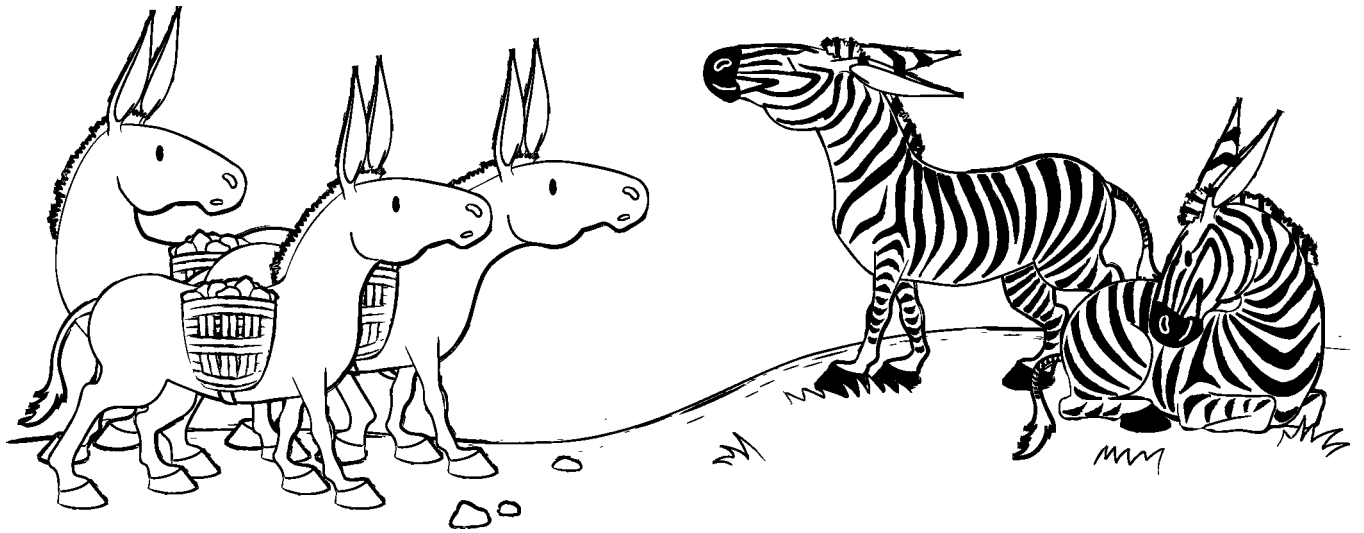
When he was finished,
the donkeys did not look at all like donkeys.
“You no longer look like donkeys,” the wise old man said.
“Everyone will be fooled. I will call you something else.
I will call you zebras.”

13

The zebras went to a field to graze.
No one bothered them,
and they did not have to work.
Instead, they lay in the grass and slept.

14



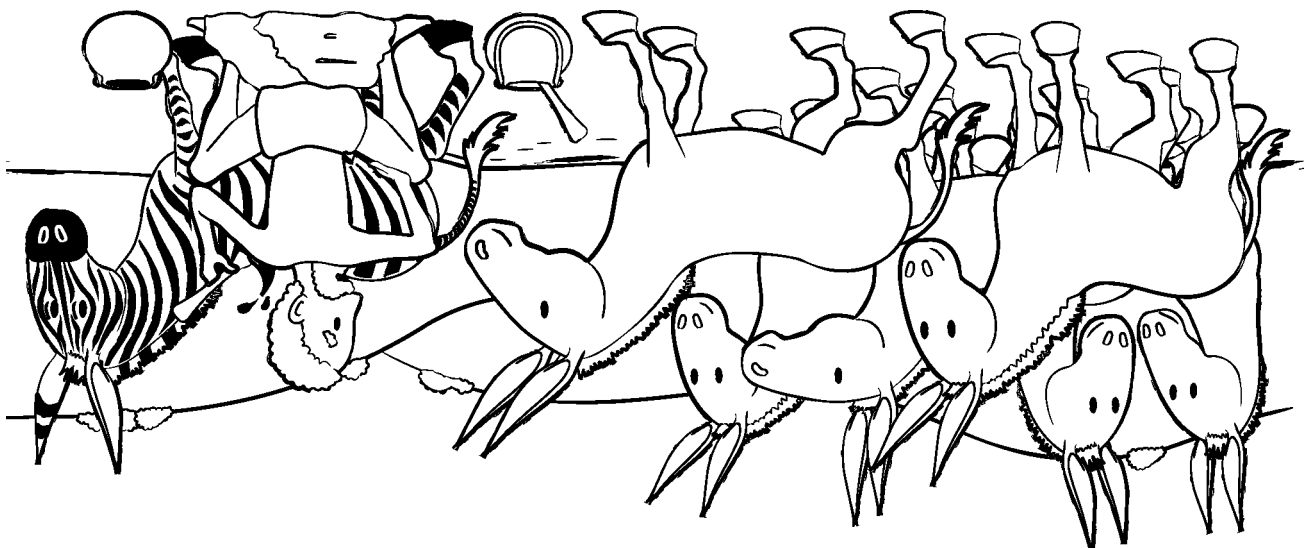


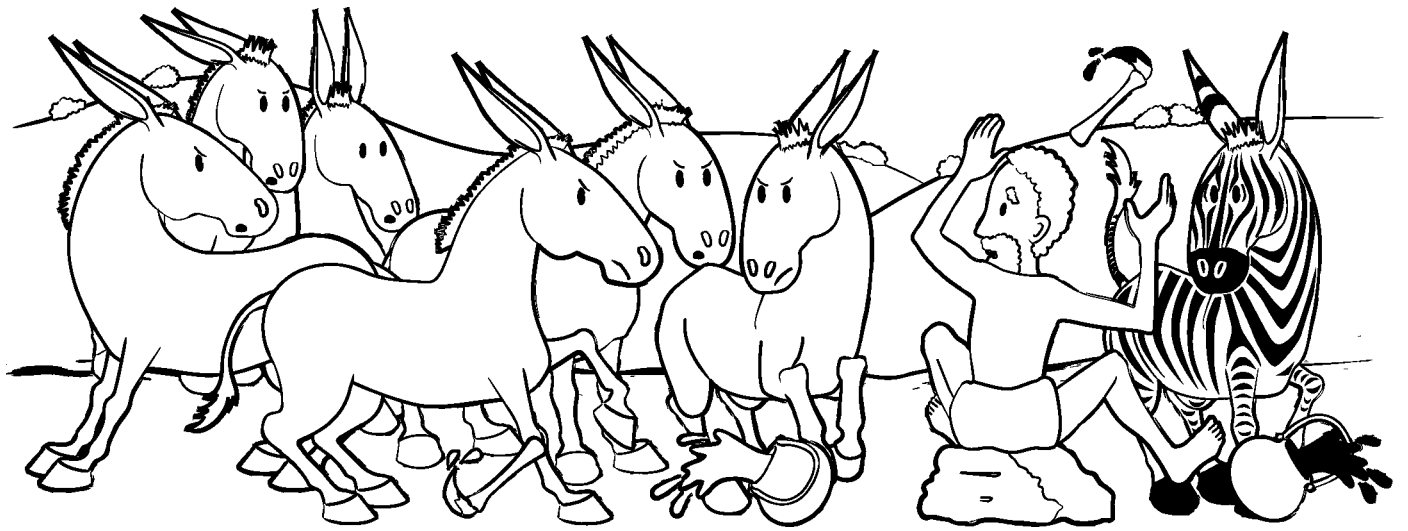
Soon other donkeys saw the zebras.
 They asked the zebras where they came from.
 When the zebras told the donkeys their secret,
 the donkeys all rushed to see the wise old man.

15

“Make us into zebras, too,” they pleaded.
 So the wise old man painted more donkeys.
 As he did, more and more donkeys came.

16



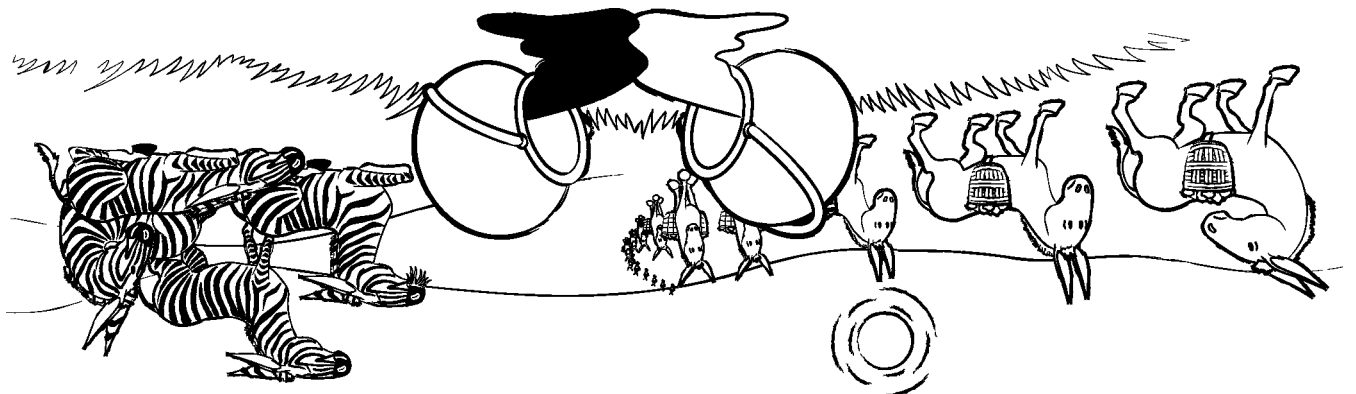


The old man could not paint fast enough.
 Soon the donkeys became impatient.
 They began to kick and stir about,
 and they knocked over the paint pots.

17

There was no more paint.
 The painted donkeys ran off to become zebras.
 The unpainted donkeys, because of
 their impatience, had to return to work.
 This is why both donkeys and zebras roam the earth.
 This is also why it is important to be patient.

18



Name _____

INSTRUCTIONS: Read each sentence carefully and draw a line from the *problem* to the correct *solution*. The pictures will give you extra clues. Now think of your own *problem* and *solution* and write it at the bottom of the page.

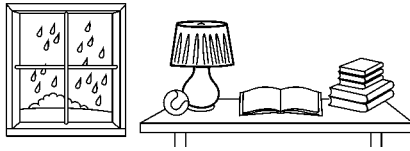
Problem

Solution

Example:

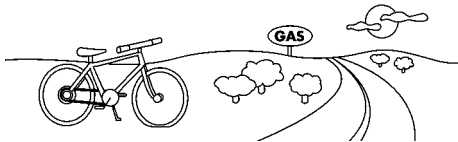
I did not get up on time. _____ I will set the alarm clock.

It's raining today.



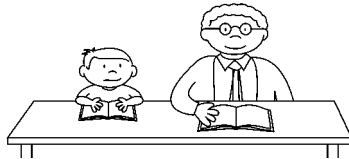
I will ask for help.

My bicycle has a flat tire.



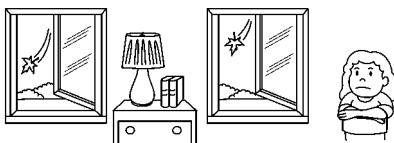
I will close the windows.

The book is too hard to read.



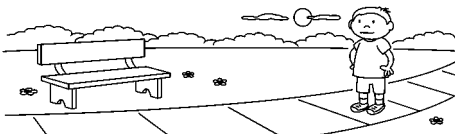
I will sit down and rest.

The house is cold today.



I will go to a gas station and get it fixed.

I am very tired from running.



I will stay inside and read.

Problem

Solution

Name _____

INSTRUCTIONS: Say the words. Write the number of syllables. The first one is done for you.

matter 2

black _____

agreed _____

suddenly _____

painted _____

problem _____

decided _____

stripes _____

relaxed _____

ladder _____

zebras _____

fields _____

finished _____

impatient _____

began _____

Saturday _____

pleaded _____

work _____

donkeys _____

something _____

LEVELED READER • K

Ratty Rats



Written by Ned Jensen • Illustrated by Paula Schricker

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Ratty Rats

A Reading A-Z Level K Leveled Reader • Word Count: 414




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Ratty Rats



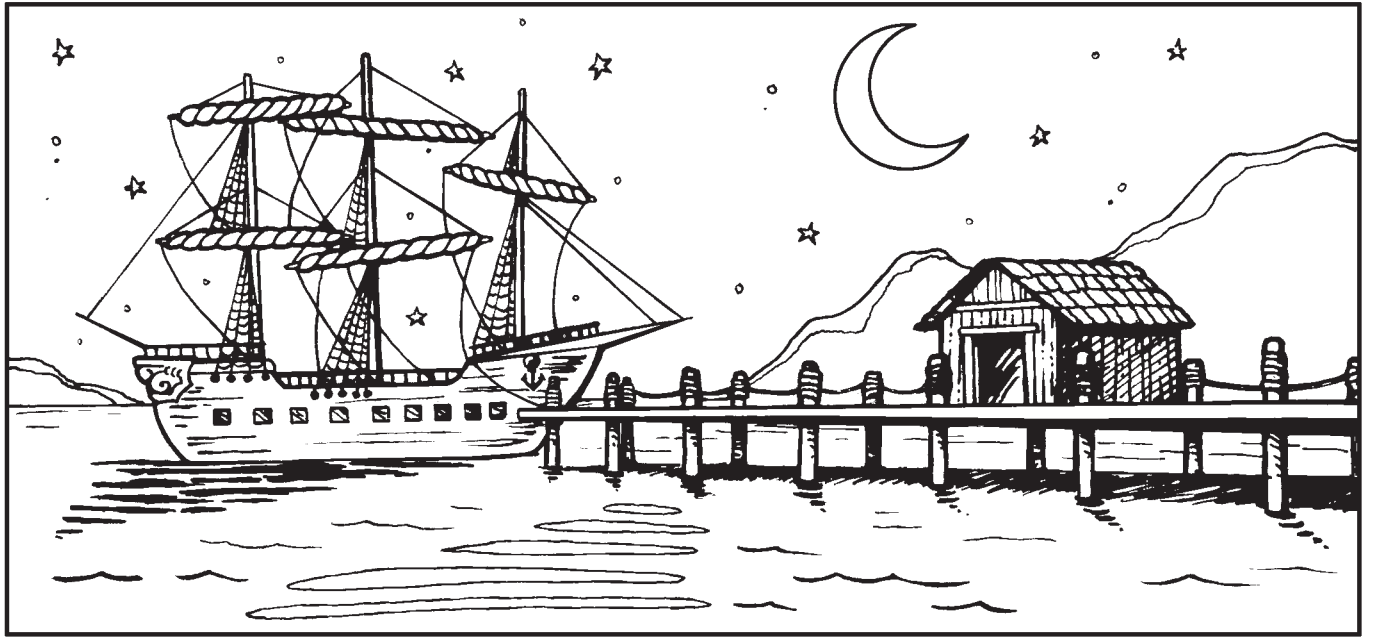
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18	DRA
17	Reading Recovery
J	Fountas & Pinnell

LEVEL K
Correlation

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Level K Leveled Reader
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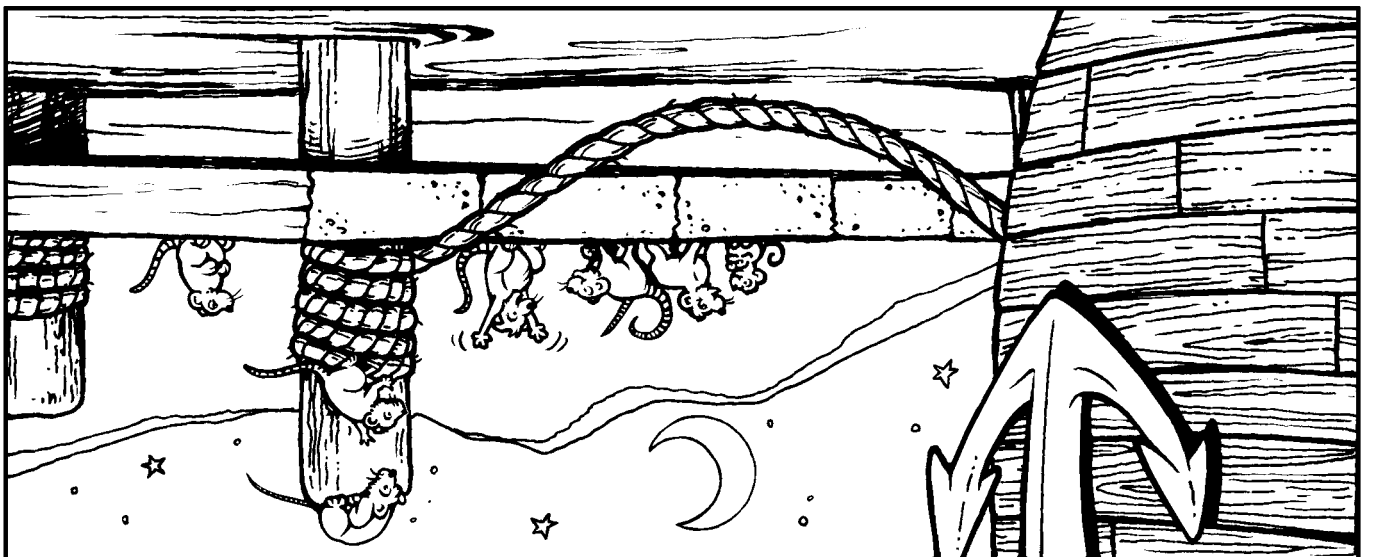


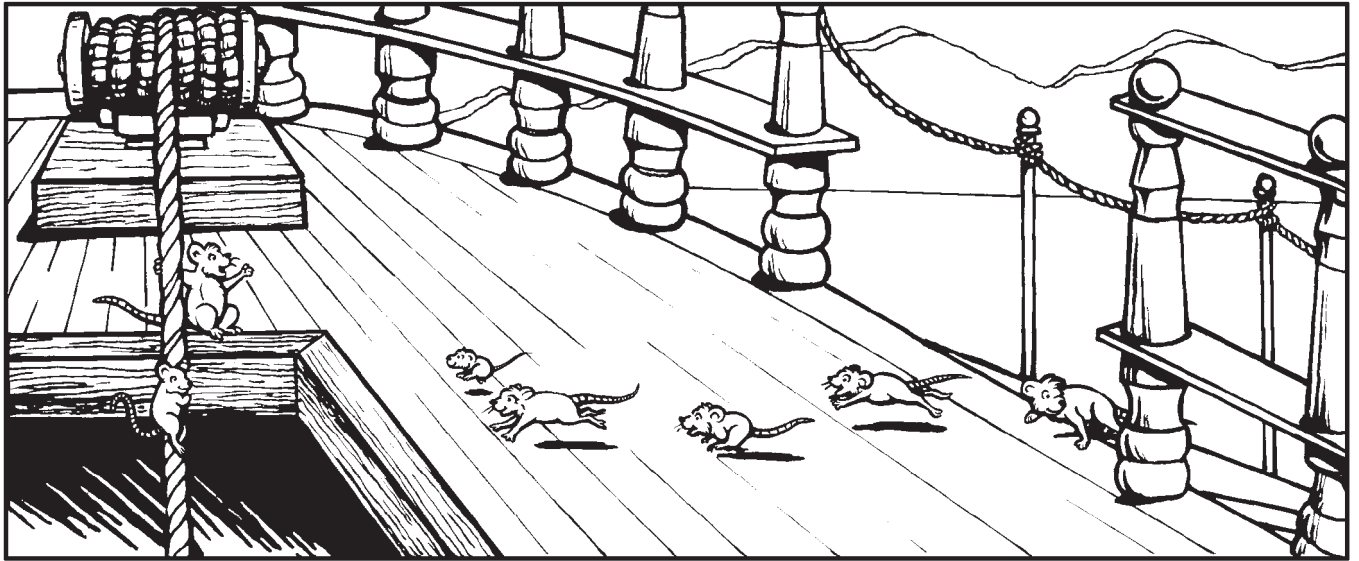
It was night and the crescent moon shone brightly.
The ship was fully loaded and ready to sail.

3

The rats gathered at the dock.
They wanted to leave the busy, noisy city.
They wanted to sail away to another land.

4



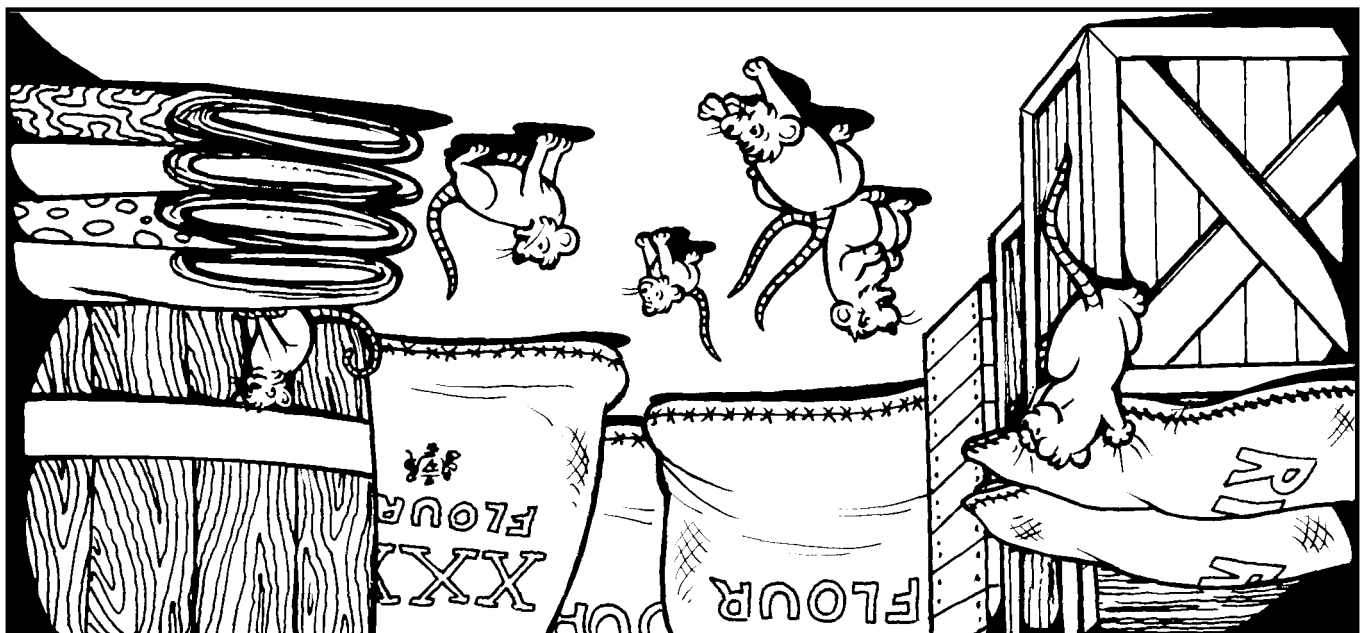


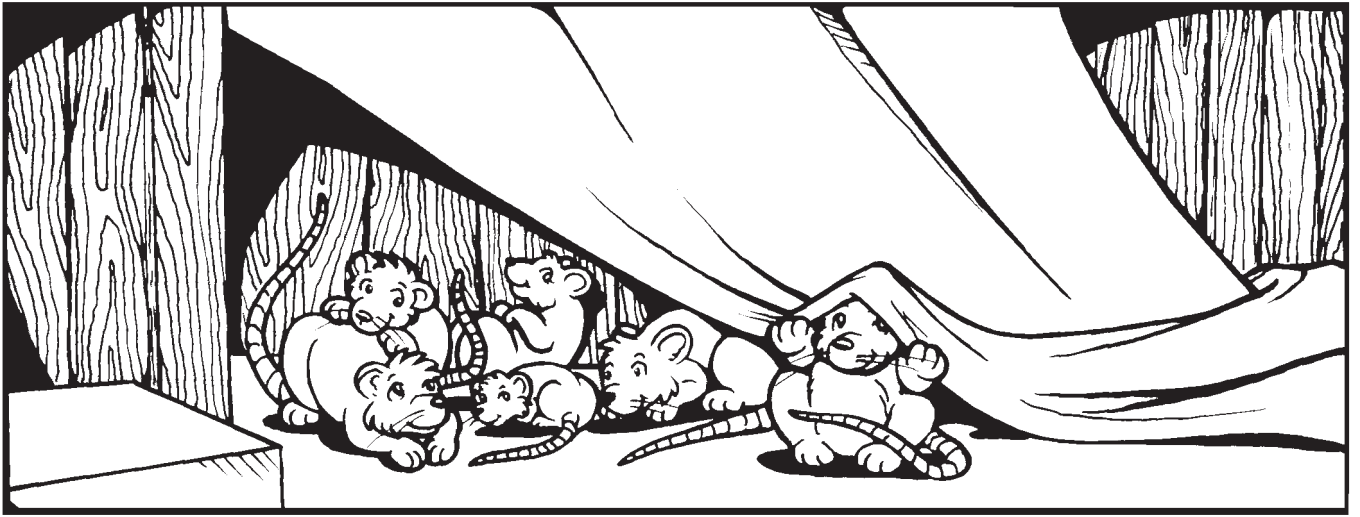
One by one, the rats sneaked upon the ship.
 They crept up the wooden gangway.
 Then they slid down a rope and into the cargo bay.

5

The cargo bay was dark. It was full of cargo.
 There was spice and rice, and there was flour and silk.

6



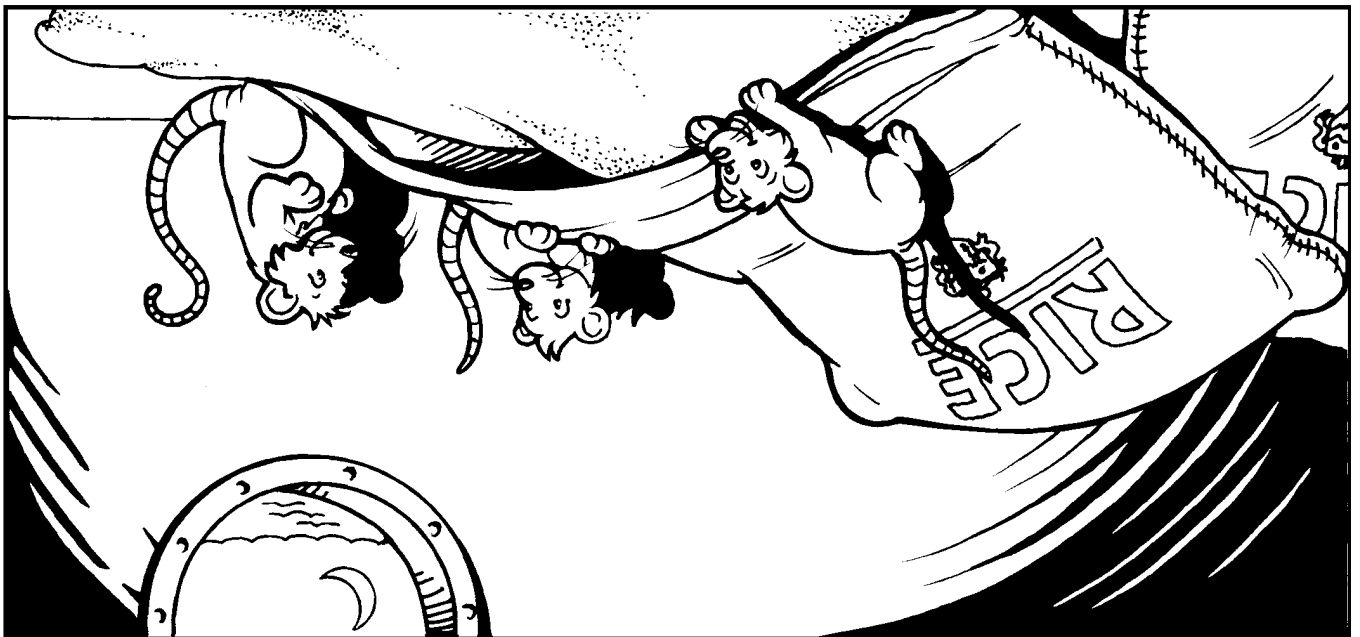


The rats got comfortable in the dark cargo bay.
They knew it would be a long trip.
They needed a good hiding place where
they would not be seen during the entire voyage.

7

Many days passed at sea. The rats loved being
at sea. They had plenty to eat, and no one saw them.

8



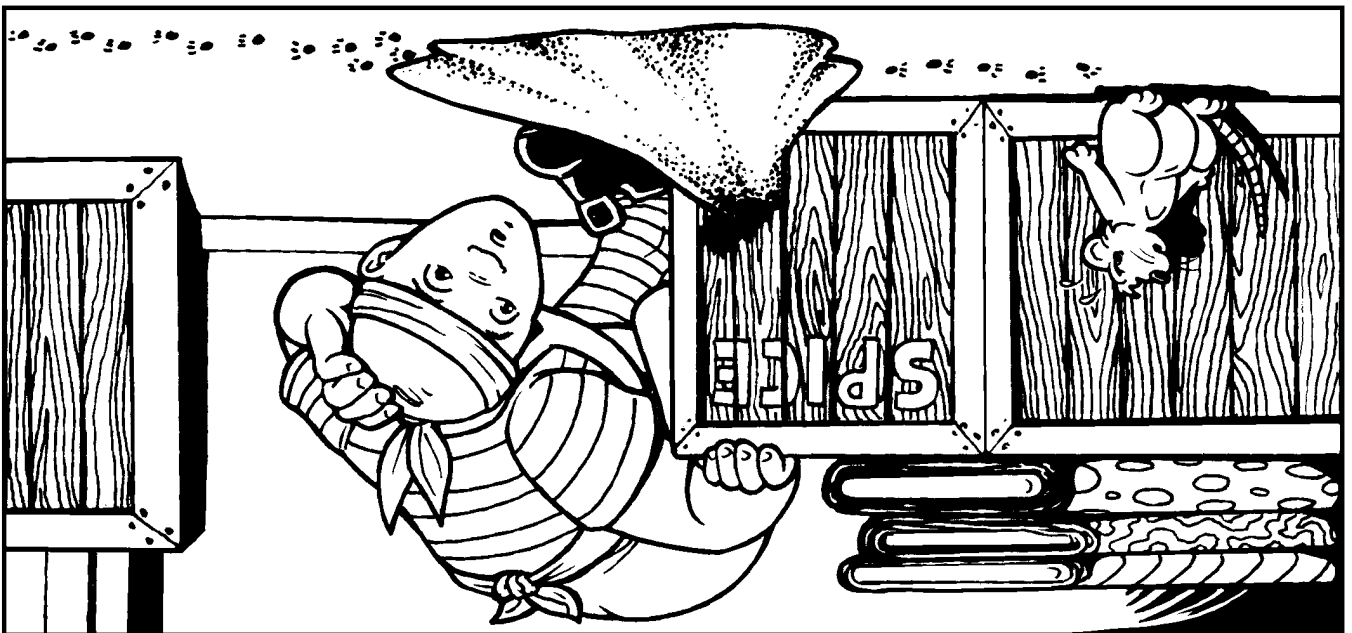


But then the cook began to find evidence of rats.
There were ragged holes chewed in the sacks of rice,
and something had been nibbling the cheese.

9

"Oh no," cried the cook. "It's the ratty rats.
They are on the ship, and they are eating our food."

10



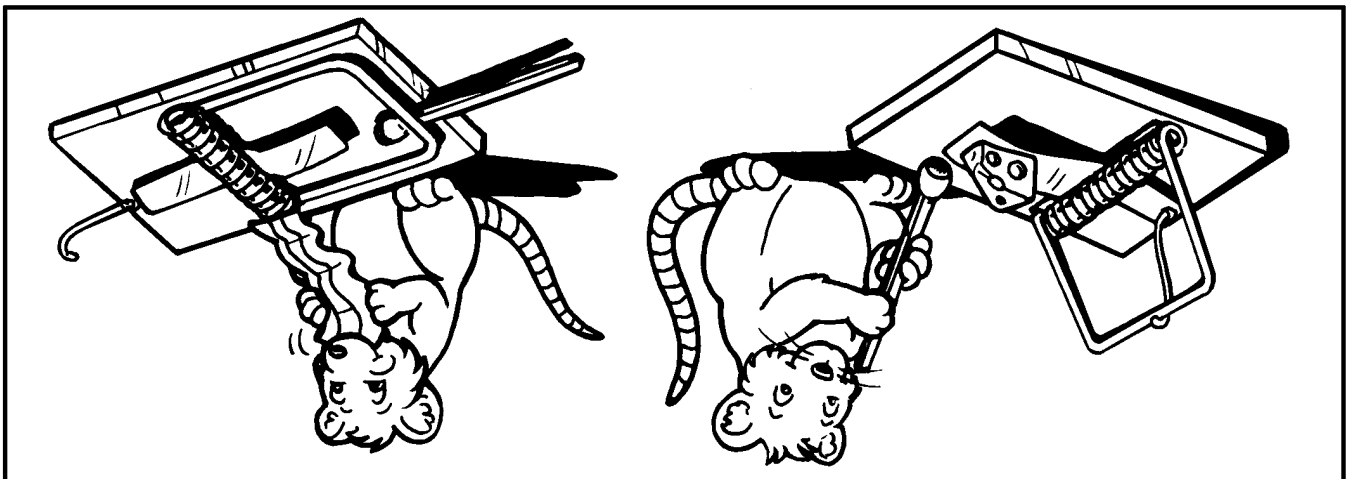


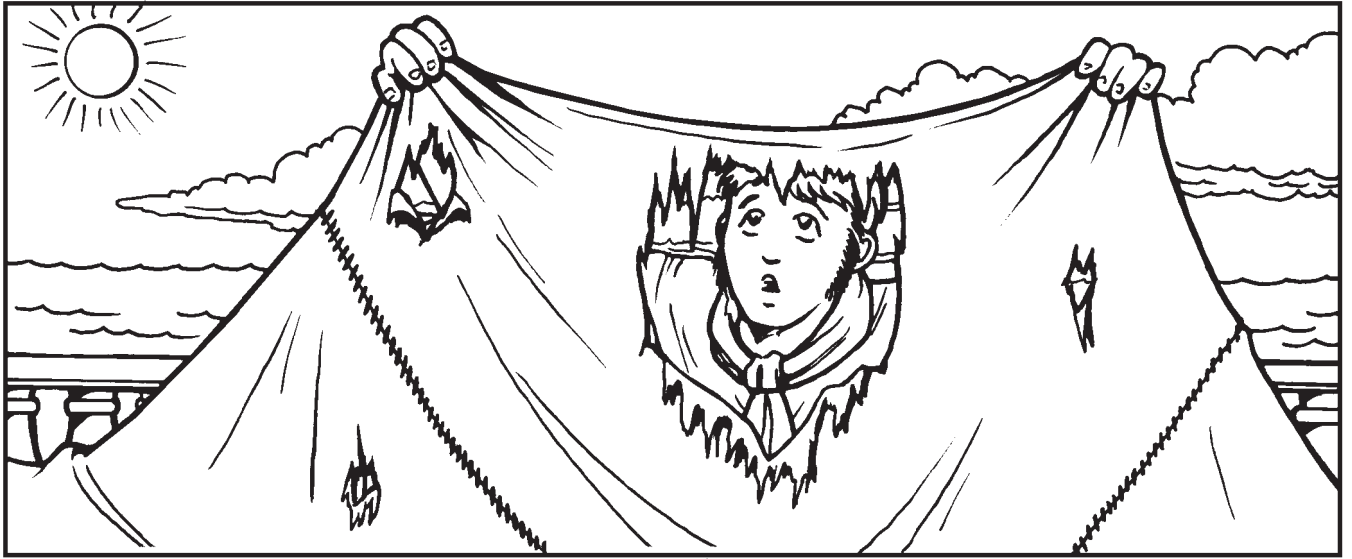
"Set traps and catch the rats," said the captain.
"I'll have no ratty rats upon my ship."

11

The sailors set traps and loaded them
with bacon and cheese. But the rats were
much too smart to get trapped. They tripped
the traps and ate the bacon and cheese.

12





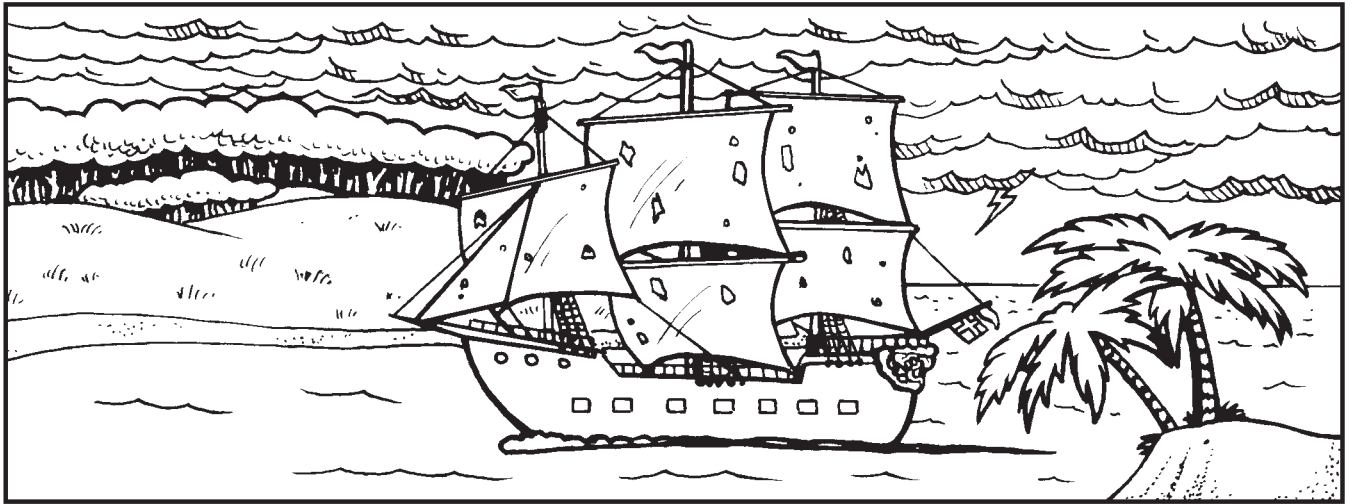
Next, the sailors went to hoist the sails.
 "Oh no, more evidence," said the first mate.
 "The ratty rats have chewed holes in the sails."

13

"Sew the sails and bait more traps," said the captain.
 "I'll have no ratty rats on my ship." But once again,
 the rats tripped the traps and ate the bait.

14



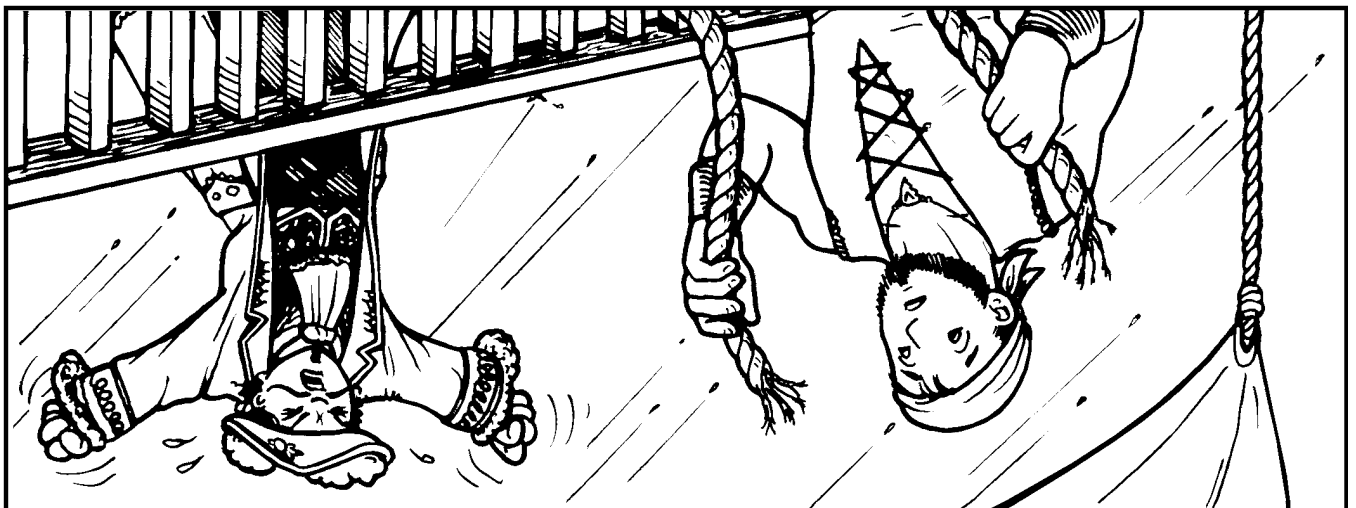


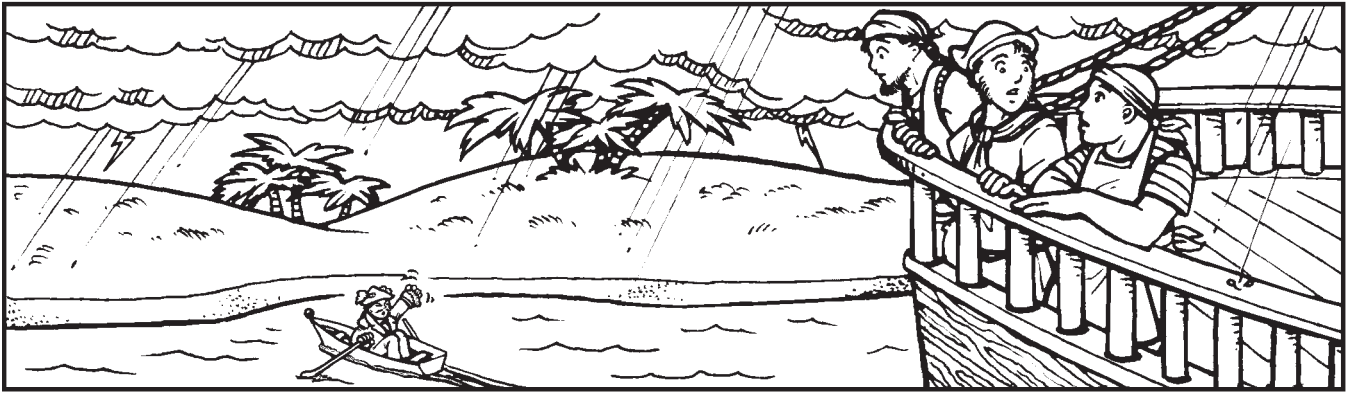
Next, a terrible storm blew up.
The ship was tossed around in the rough waves.
The captain sailed the ship into a quiet bay,
and he ordered the sailors to drop the anchor.

15

"That's it," screamed the captain. "I have had enough."
"The ratly rats have chewed through the anchor rope."
"Oh no, still more evidence," cried the anchorman.

16





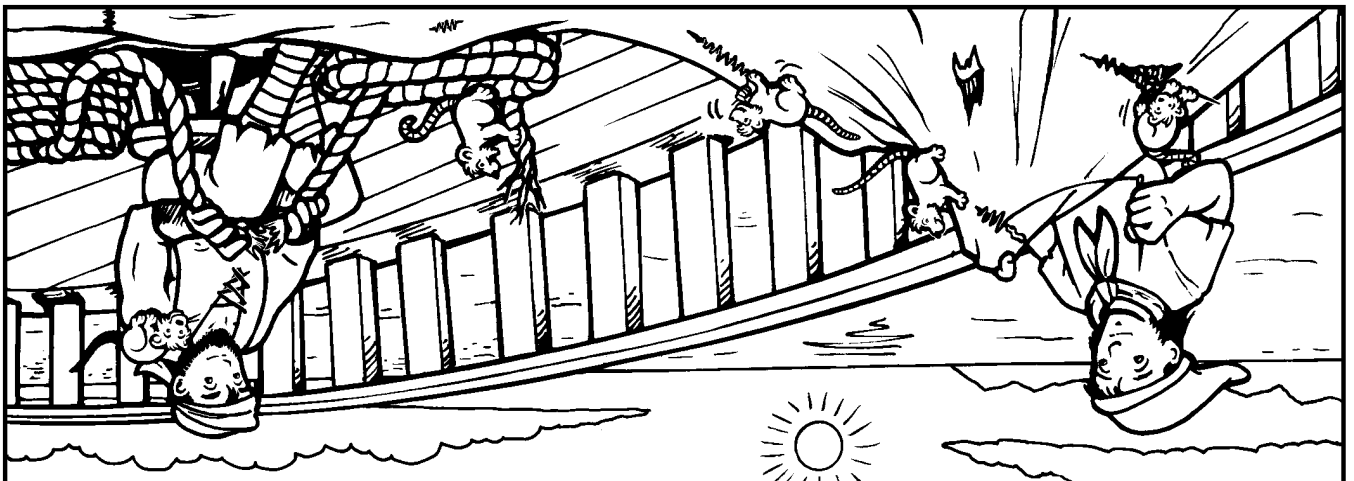
The captain lowered a lifeboat.
 He climbed into the lifeboat and paddled to shore.
 "Burn the ship," he cried as he paddled away.
 "Destroy the ratty rats."

But the sailors did not burn the ship.

17

Back on the ship, the rats and the sailors were
 making peace. They agreed to sail together to the
 new land. Together they mended the sails and rope.
 Together they sailed across the sea.

18



Name _____

INSTRUCTIONS: In the first section, choose a word from the list and write it by its meaning.
In the second section, match the sentences. The first one is done for you.

crescent

ship

anchor

hoist

lifeboat

evidence

sail

first mate

gangway

1. Something used to save lives at sea or along the shore. _____
2. The shape of a moon. _____
3. Anything that proves something, like facts. _____
4. Something bigger than a boat. _____
5. To lift or pull up with a crane or a rope. _____
6. A heavy object that drops into the water to keep a ship from drifting. _____



The ship was fully loaded _____ to find evidence of rats.

One by one, the rats _____ sneaked upon the ship

There was spice and rice, _____ said the captain.

But then the cook began _____ and there was flour and silk.

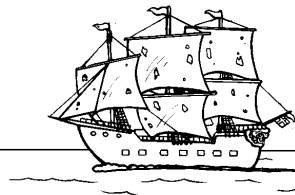
“Set traps and catch the rats,” _____ and ready to sail.

Name _____

INSTRUCTIONS: Write a word from the word box to finish each sentence.
Notice the sound of the vowel followed by an *r*.

dark	chair	horse	cargo	shore
sailors	ordered	first	store	girl

1. At night it is _____.
2. You buy food at the _____.
3. The food was kept in the _____ bay.
4. An animal you can ride is a _____.
5. The people who sail on the sea are called _____.
6. The opposite of a boy is a _____.
7. You sit down on a _____.
8. The captain paddled to _____.
9. He was the _____ mate.
10. The captain _____ the sailors to drop the anchor.



Strange Plants

A Reading A-Z Level K Leveled Reader

Word Count: 431



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LEVELED READER • K

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Correlation

LEVEL K	
Fountas & Pinnell	J
Reading Recovery	17
DRA	18



Gerbera daisies

When we think about plants, we often think of trees, flowers, and grass. Like most plants, these plants have green leaves. They also have roots growing into the ground.



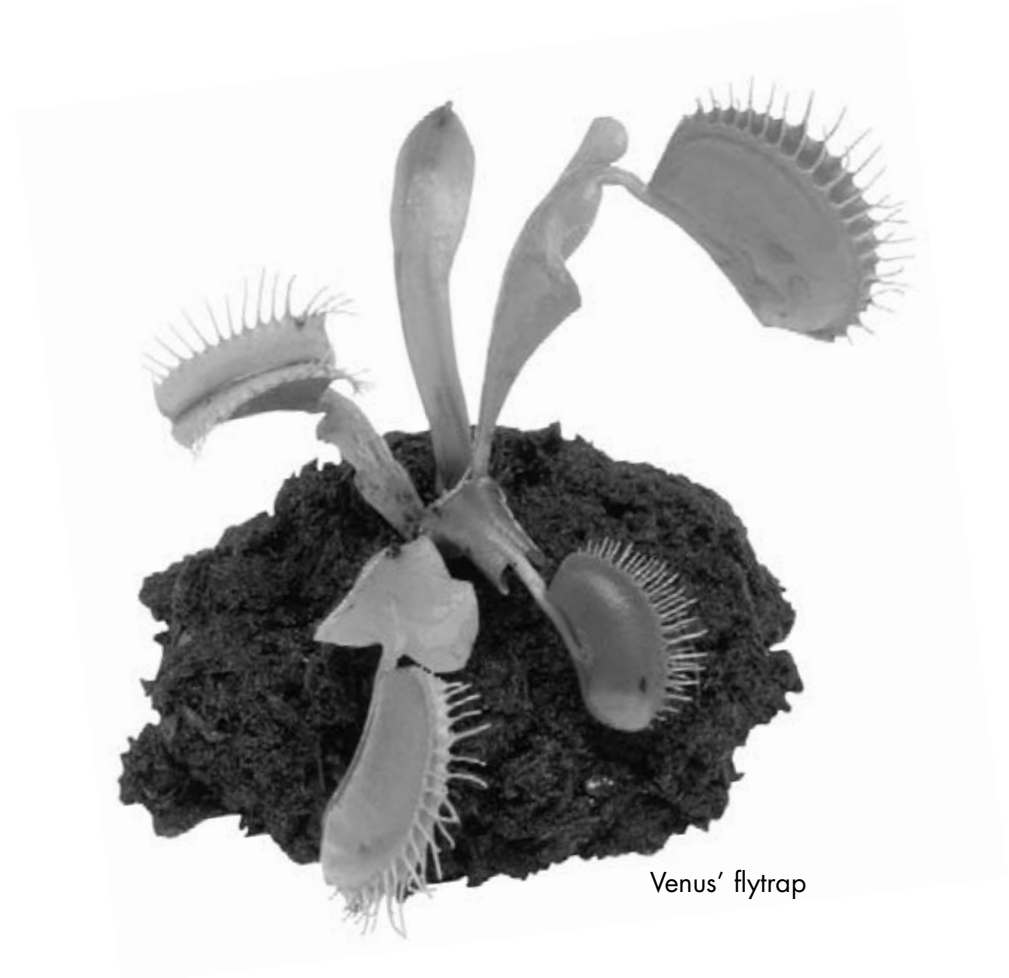
Saguaro cactus

Some plants are not like most plants. This book is about some of these strange plants.

Plants called air plants live in trees high above the ground. Their roots are not buried in dirt. Instead they grow on tree branches. They take moisture from the air, not from the soil like most plants do.



Air plants growing on swamp trees



Venus' flytrap

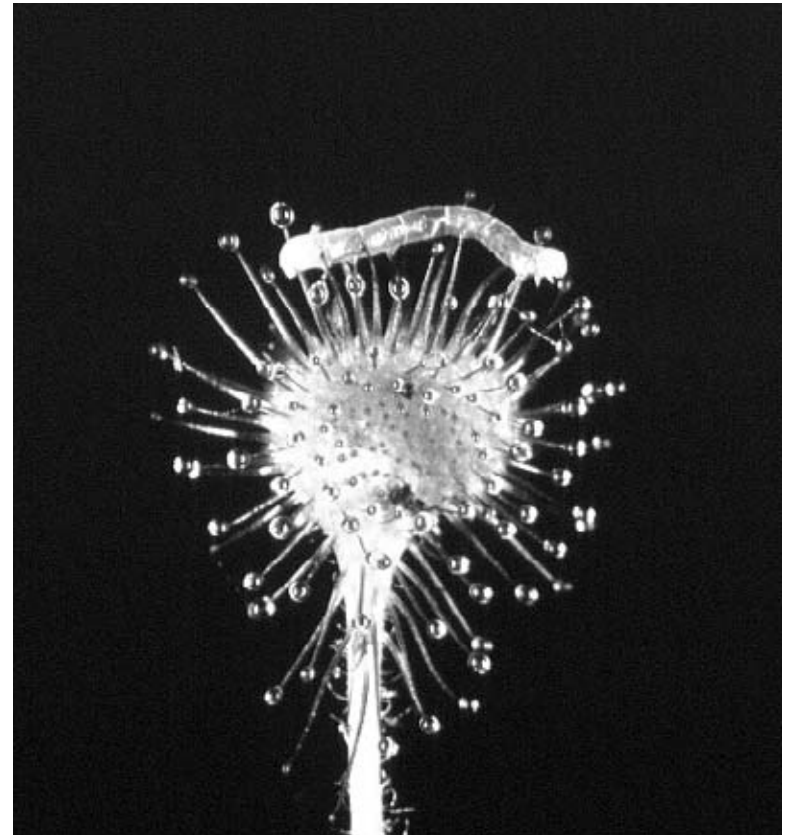
Can you imagine plants that eat meat? Well there are such plants. They eat insects, spiders, and even some other small animals. One well-known meat-eating plant is the Venus' flytrap.

Its leaves look like traps.
They have small spikes along
their edges. When a critter walks
inside a leaf, the leaf snaps shut.
The critter is trapped.



Fly caught in a Venus' flytrap

The sundew is also a meat-eating
plant. It has many sticky hairs on
its surface. Insects landing on it get
stuck. Then the plant digests the
insect. The giant sundew plant of
Australia even eats small frogs!



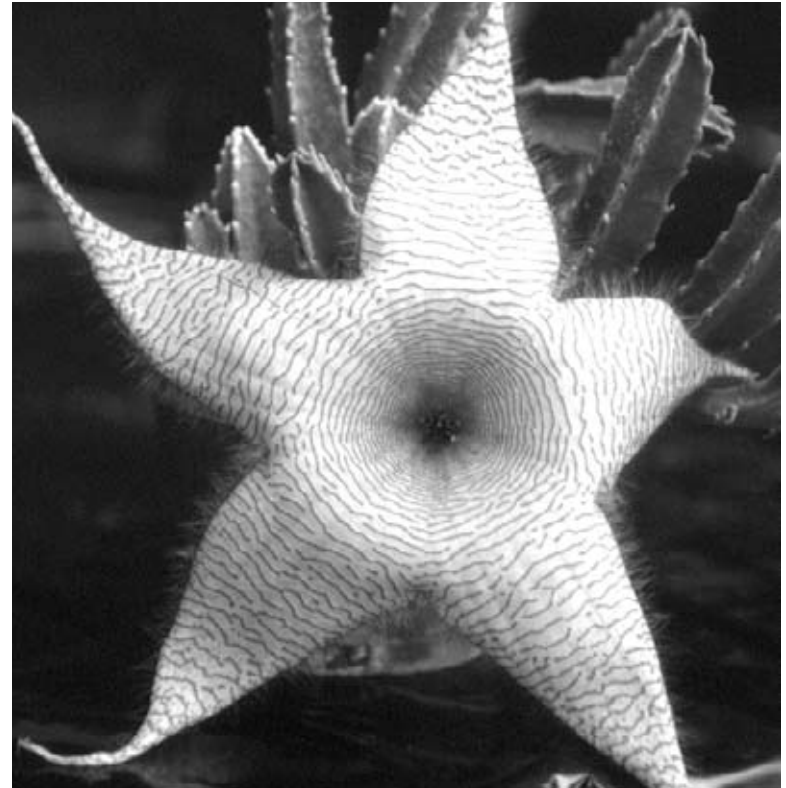
Sundew plant



Dodder plant

Some plants steal food from other plants. The dodder plant sends root-like parts into another plant. It sucks food and water from the plant. It is a parasite. A parasite lives off another living thing.

Many flowers have strong smells that attract insects. Some of these flowers smell bad to people. The Stapelia flower smells like rotting meat. Flies think this is a tasty meal, and they fly into the flower.



Stapelia flower



Stone plants

Some plants look like stones.
The plants in this picture are called
“stone plants” or “living stones.”
They live in very hot, dry places.
They hold water very well. Their
shape helps to hide them so that
animals do not eat them.

Some cactus plants are covered
with wool-like hairs. The “wool”
protects them from daytime heat.
It protects them from nighttime
cold. The “wool” also helps the
cactus plants hold moisture.



Old Man cactus



Tree roots growing in rock

Some trees and shrubs grow out of solid rock. They grow up high where the wind blows strong. Their roots reach down into small cracks for moisture. As the roots grow, they split the rock.



Ant plant

Some plants have animals living inside them. Ant colonies live inside ant plants. They use spaces in the plant's stem as houses. Some spaces are used for raising young ants. Other spaces are used for garbage. The ant plant uses some of this garbage for food.

There are many more kinds of strange plants. Bamboo makes noise when it grows. Some Australian orchids grow and flower completely underground. There are many amazing plants in the world.



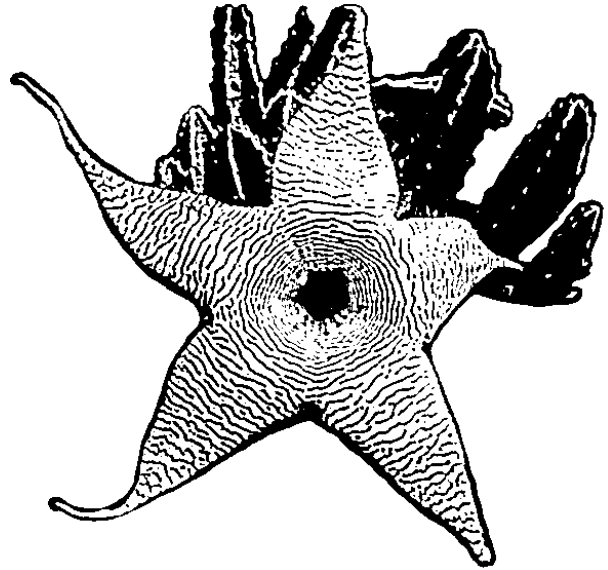
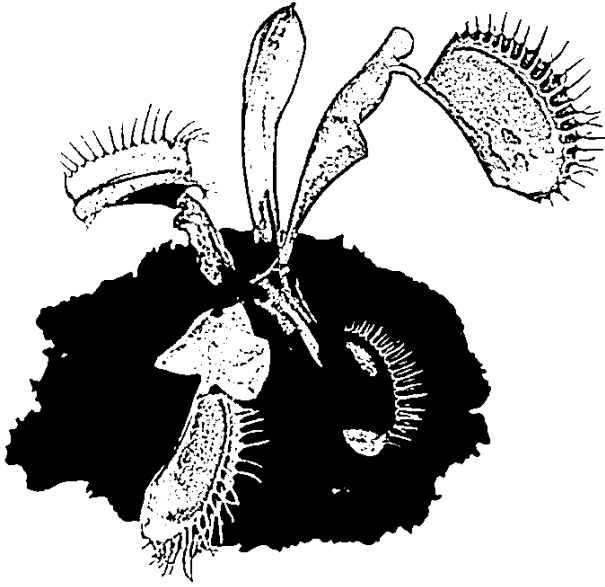
Bamboo shoots

Index

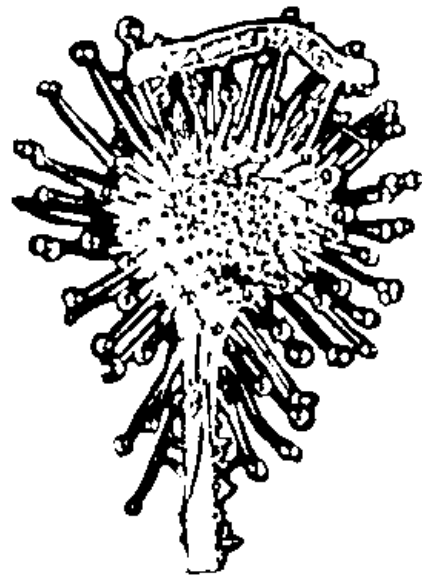
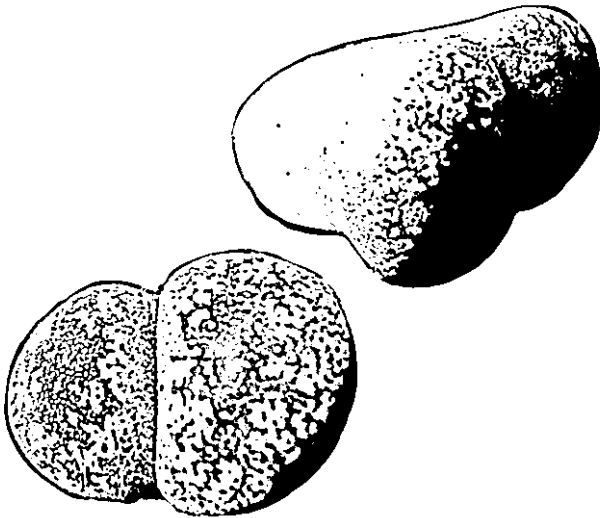
air plants, 5
ant plant, 14
bamboo, 15
cactus, 4, 12
meat-eating plants, 6, 7, 8, 10
parasite, 9
Stapelia, 10
stone plant, 11
sundew, 8
Venus' flytrap, 6, 7

Name _____

INSTRUCTIONS: Have children label each plant using the book as a reference.



STRANGE PLANTS • LEVEL K • 1



SKILL: COMPREHENSION

Name _____

INSTRUCTIONS: Put hyphens where they belong in the phrases.

1. well known plant

2. meat eating plant

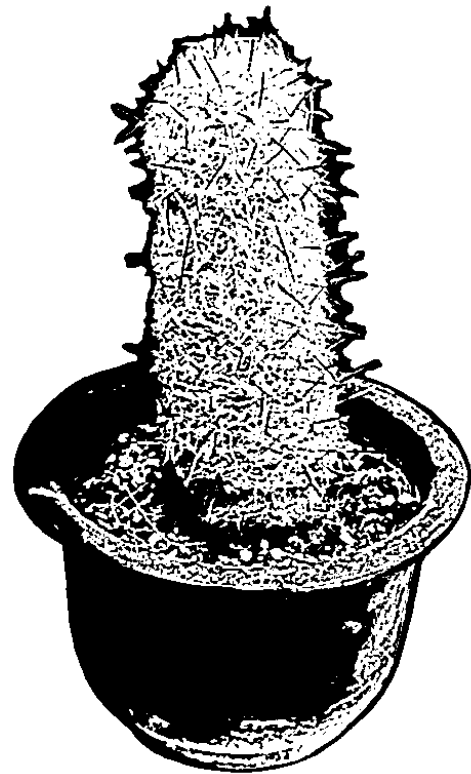
3. plant eating animal

4. wool like hairs

5. little known fact

6. root like parts

7. bark like fabric



LEVELED READER • K

Migrating Geese

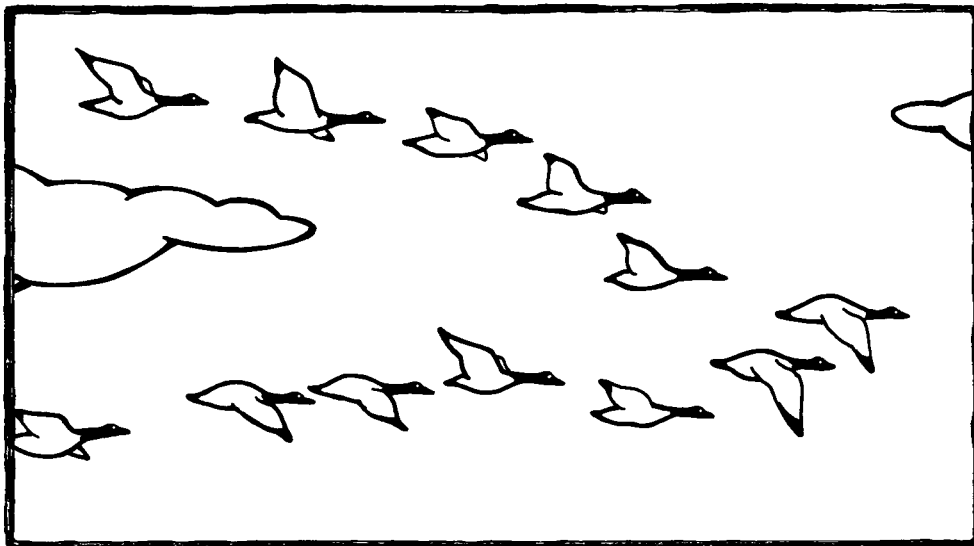


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Migrating Geese

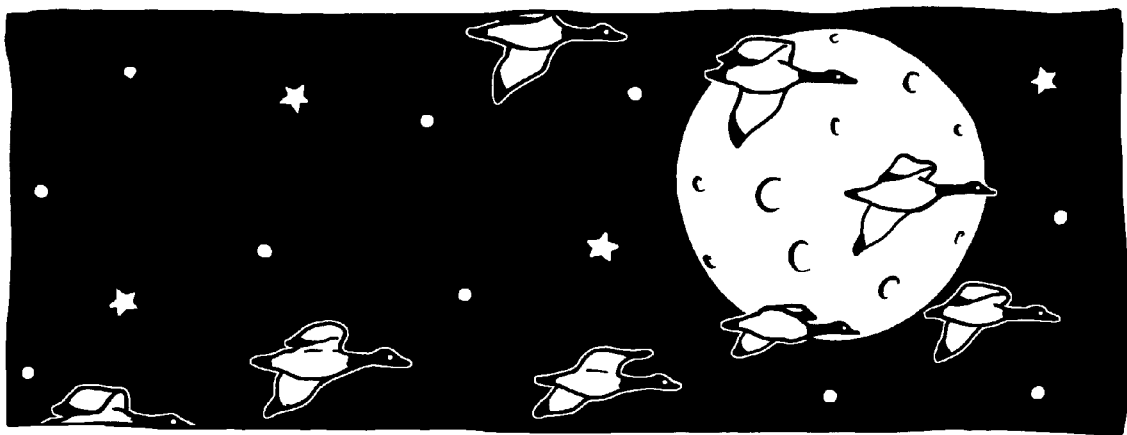
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Migrating Geese



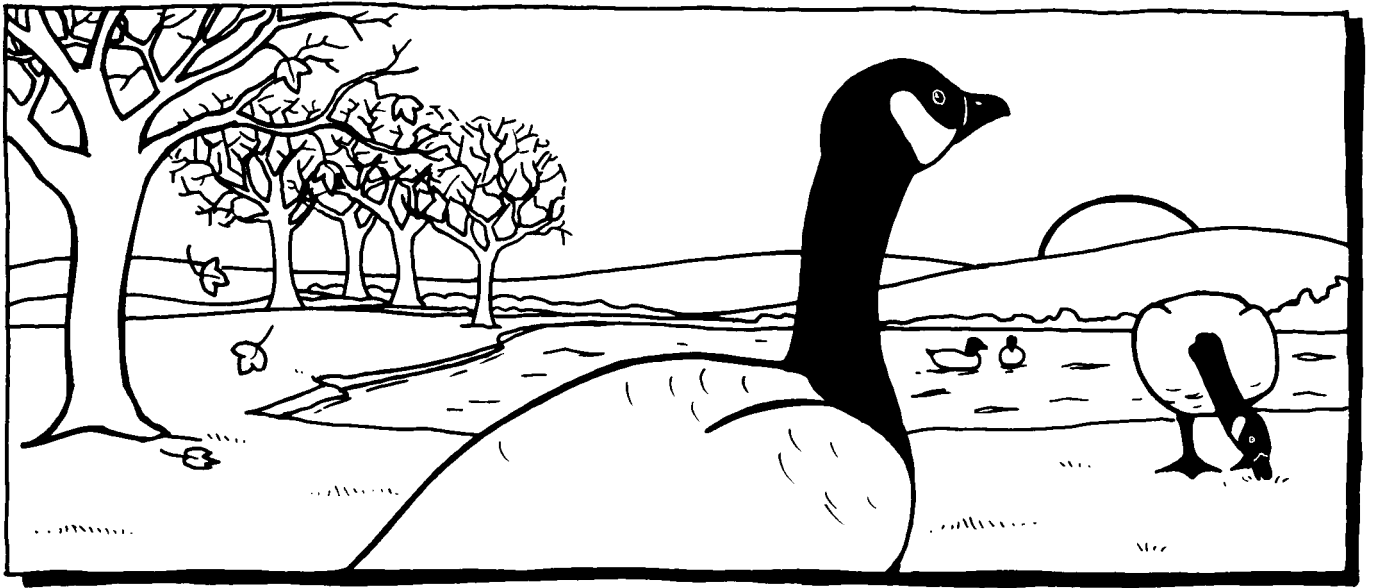
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18	DRA
17	Reading Recovery
J	Fountas & Pinnell

LEVEL K
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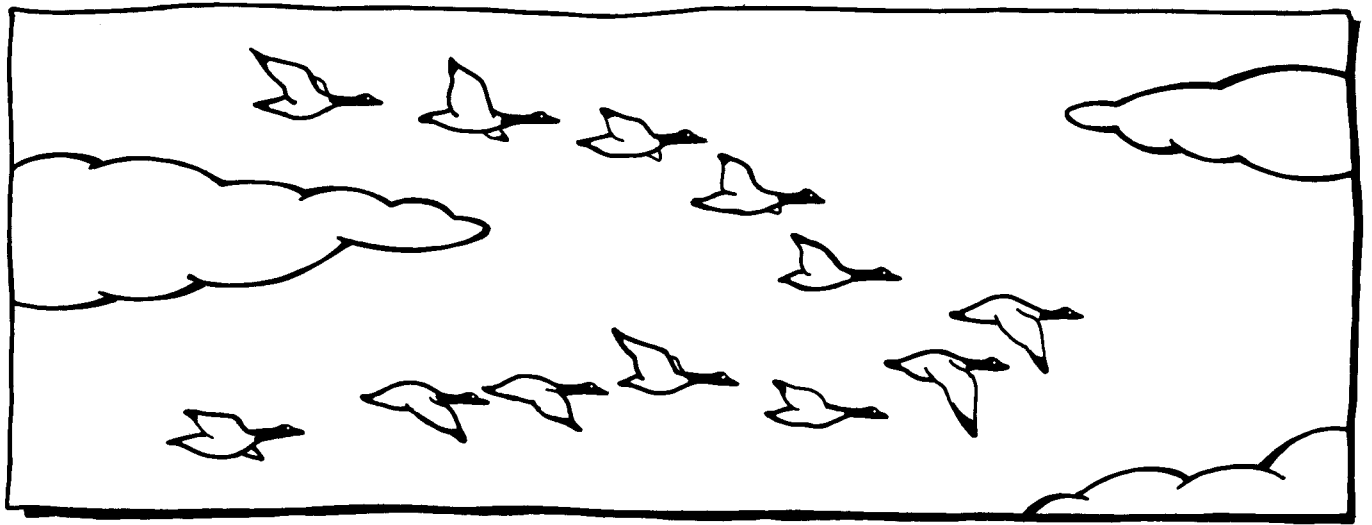
When the days get shorter, the geese fly south.
 When the temperatures get colder, the geese fly south.
 When the leaves fall from the trees, the geese fly south.

3

It is fall, and winter will soon arrive.
 The land will be covered with snow and ice.

4



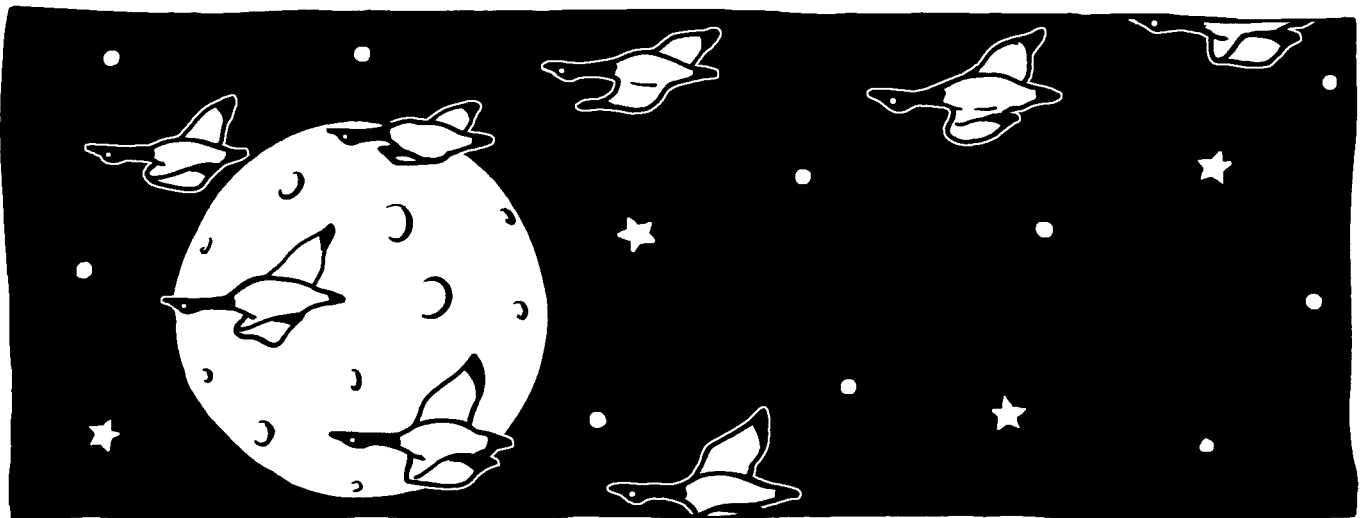


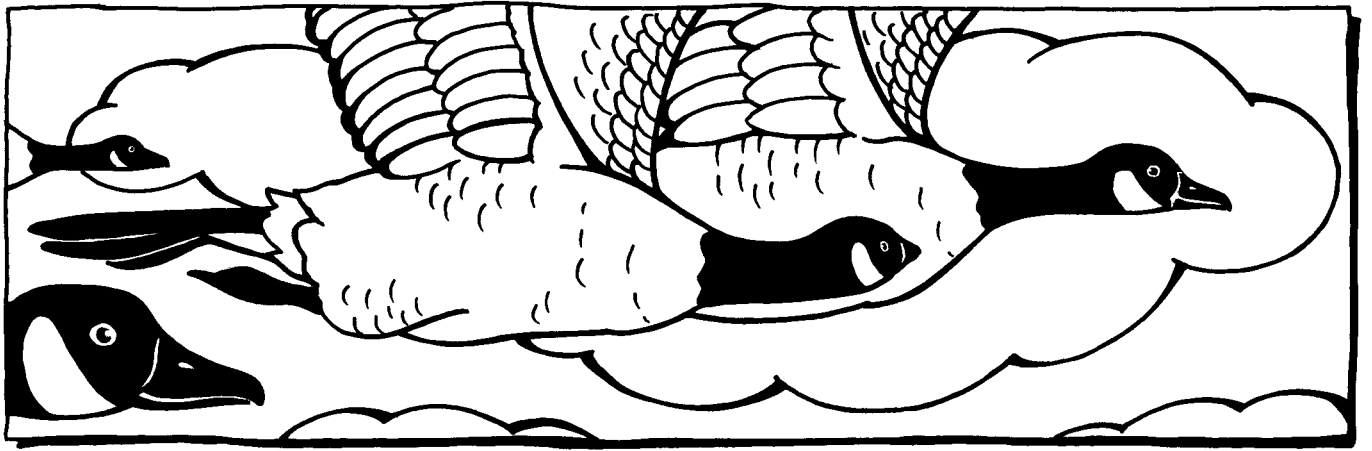
The geese fly south in groups called flocks.
 They go to a warmer place. They take to the sky,
 and they get into formations shaped like the letter V.
 They head for a warmer place. They are migrating.

5

Flying in a V-formation helps the geese to fly
 long distances. The V-formation makes it easier
 for the geese to move through the air.
 They can cut through the air like a knife.

6



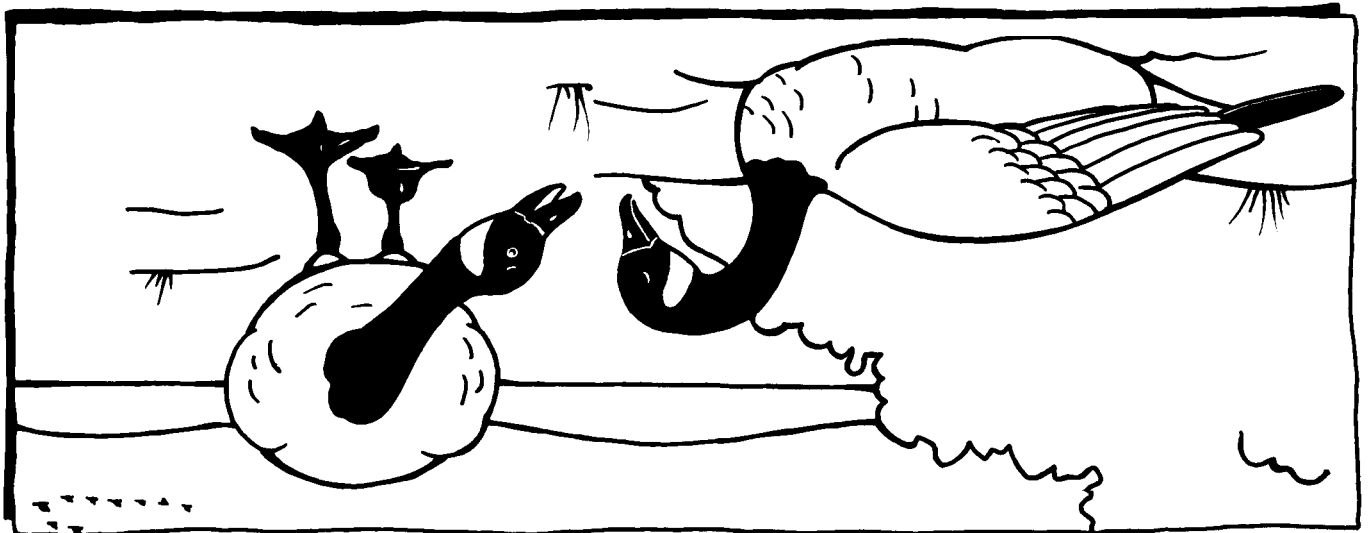


The goose in the front of the formation has to work the hardest. The geese take turns flying in the front. When the goose in front gets tired, a goose from the back takes its place. This is how geese in a flock work together.

7

Sometimes a goose in a flock gets injured and has to stay behind. Another goose stays behind with the injured goose. It stays until the injured goose gets better.

8





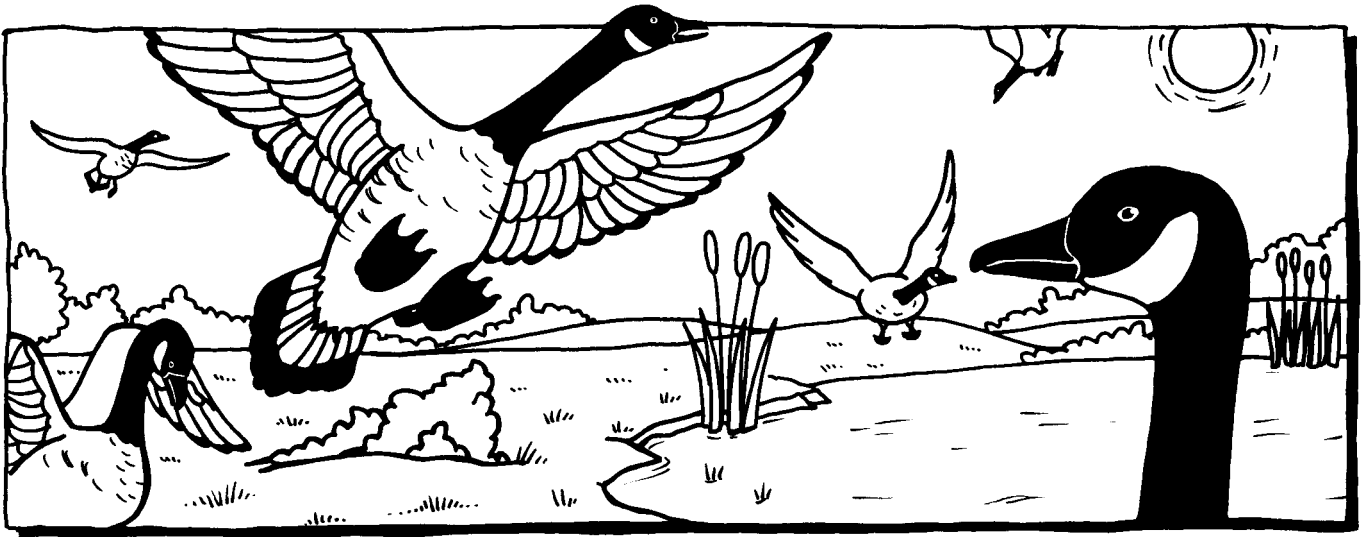
When the injured goose gets better, it continues to migrate.
The other goose that stayed behind migrates, too.

9

Geese are like a family. They take care of each other.
If one goose needs help or is in danger,
other geese are there to help.

10



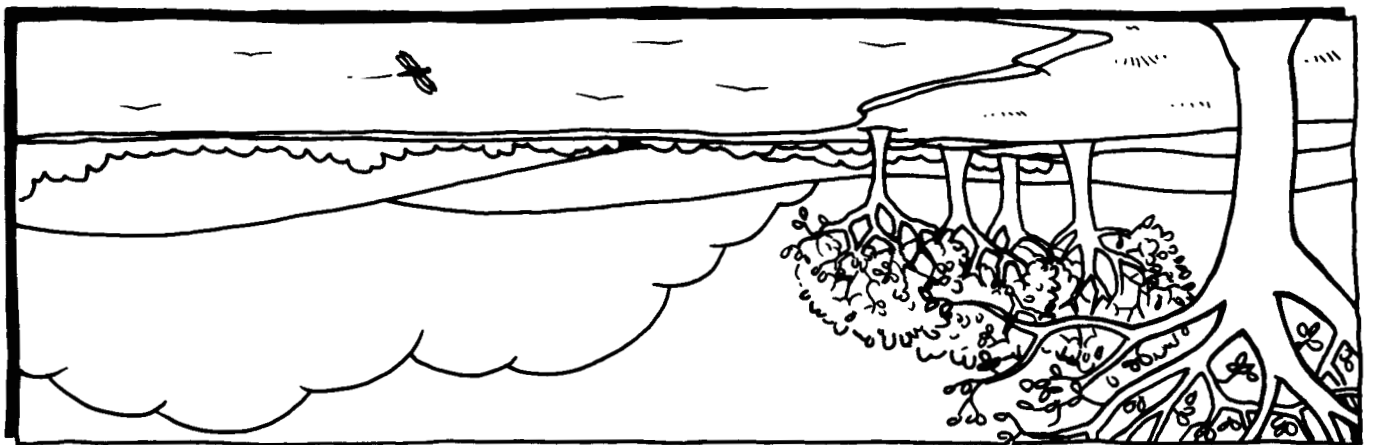


The migrating geese find a warmer place. They find a place where lakes and rivers are not frozen. They find a place where the land is not covered with snow. They find a place where there is plenty of food to eat.

11

They stay until the days in the north begin to get longer once again. They stay until the temperatures in the north get warmer once again. They stay until the trees in the north begin to leaf out and the grass begins to grow.

12



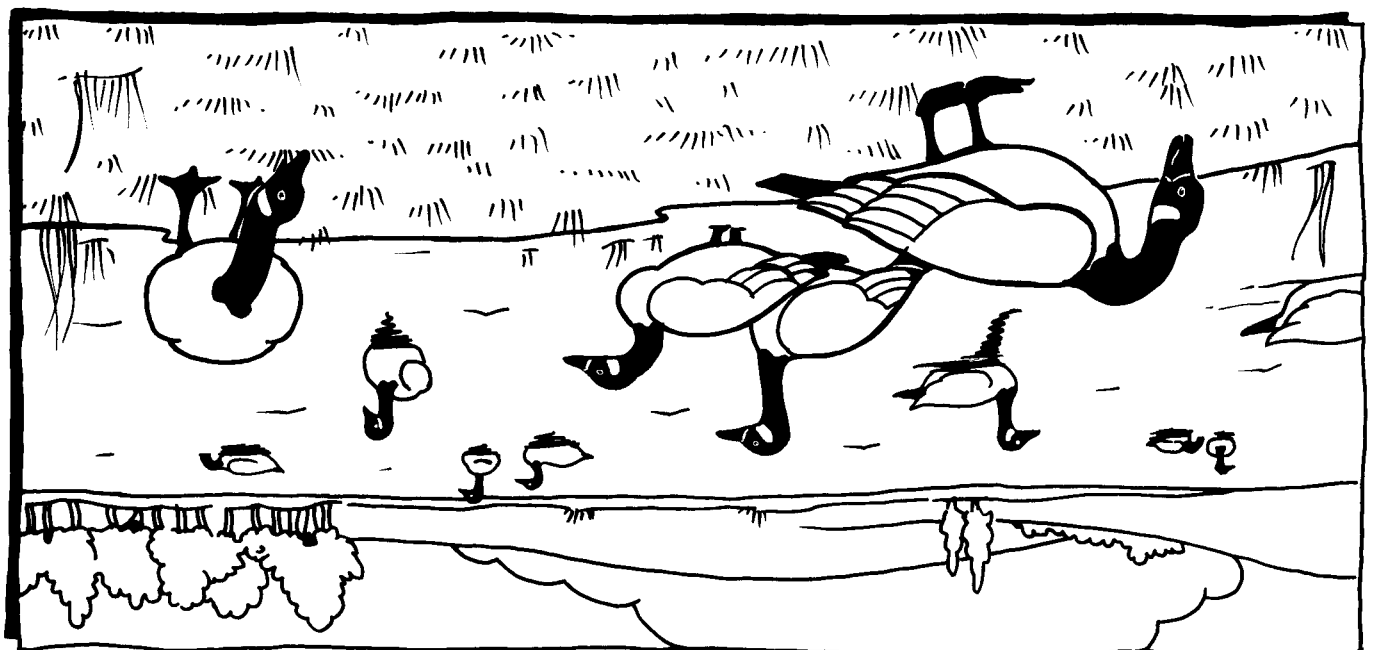


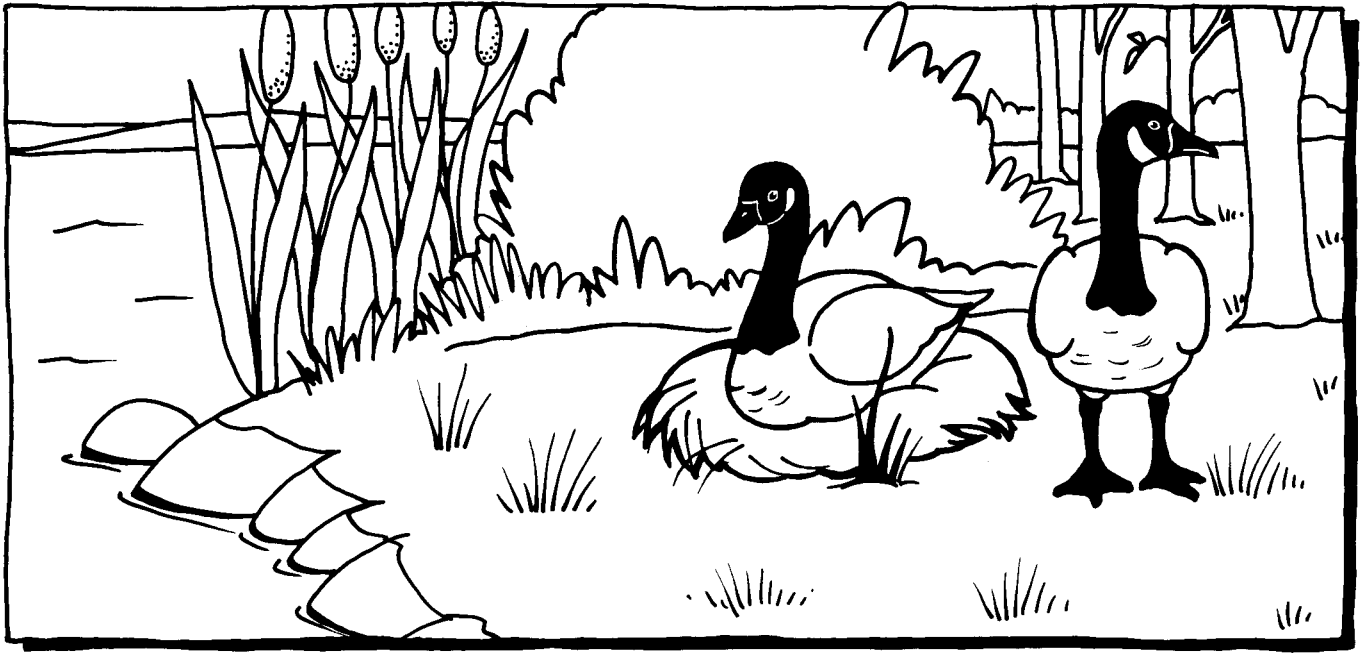
Once again it is time to migrate.
But this time the geese fly north. It is spring.

13

In the north, the snow and the ice have melted.
Food is plentiful, and spring has arrived.

14



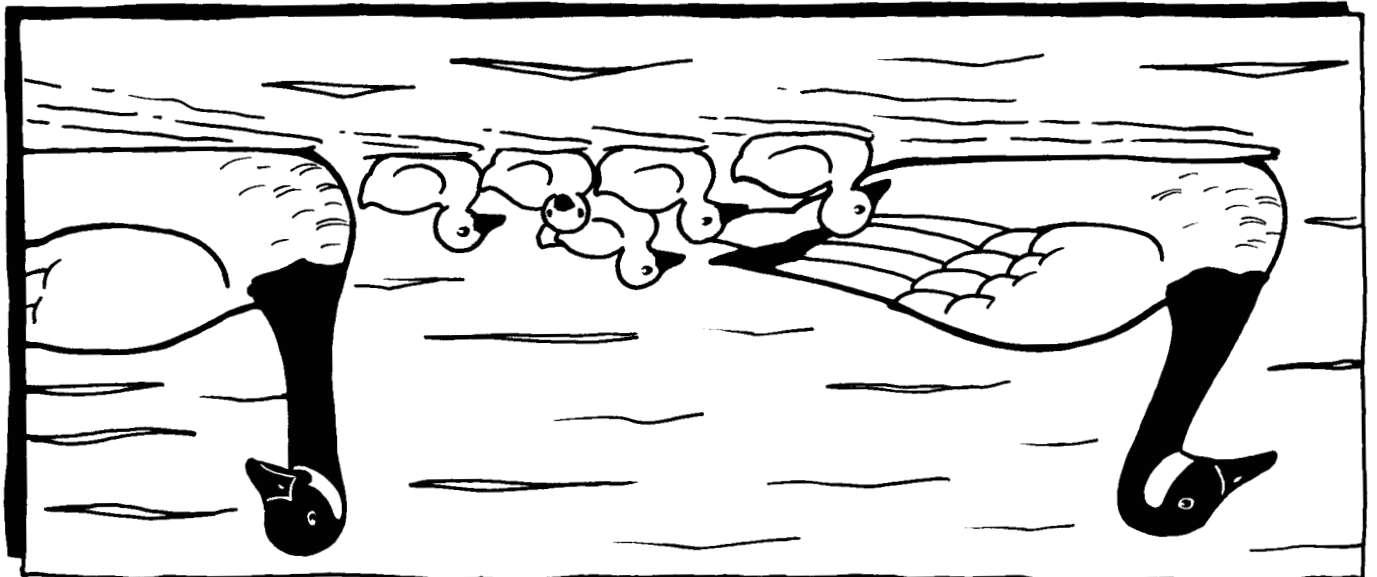


The geese mate and build a nest.
The female lays eggs. Soon there will be baby geese.

15

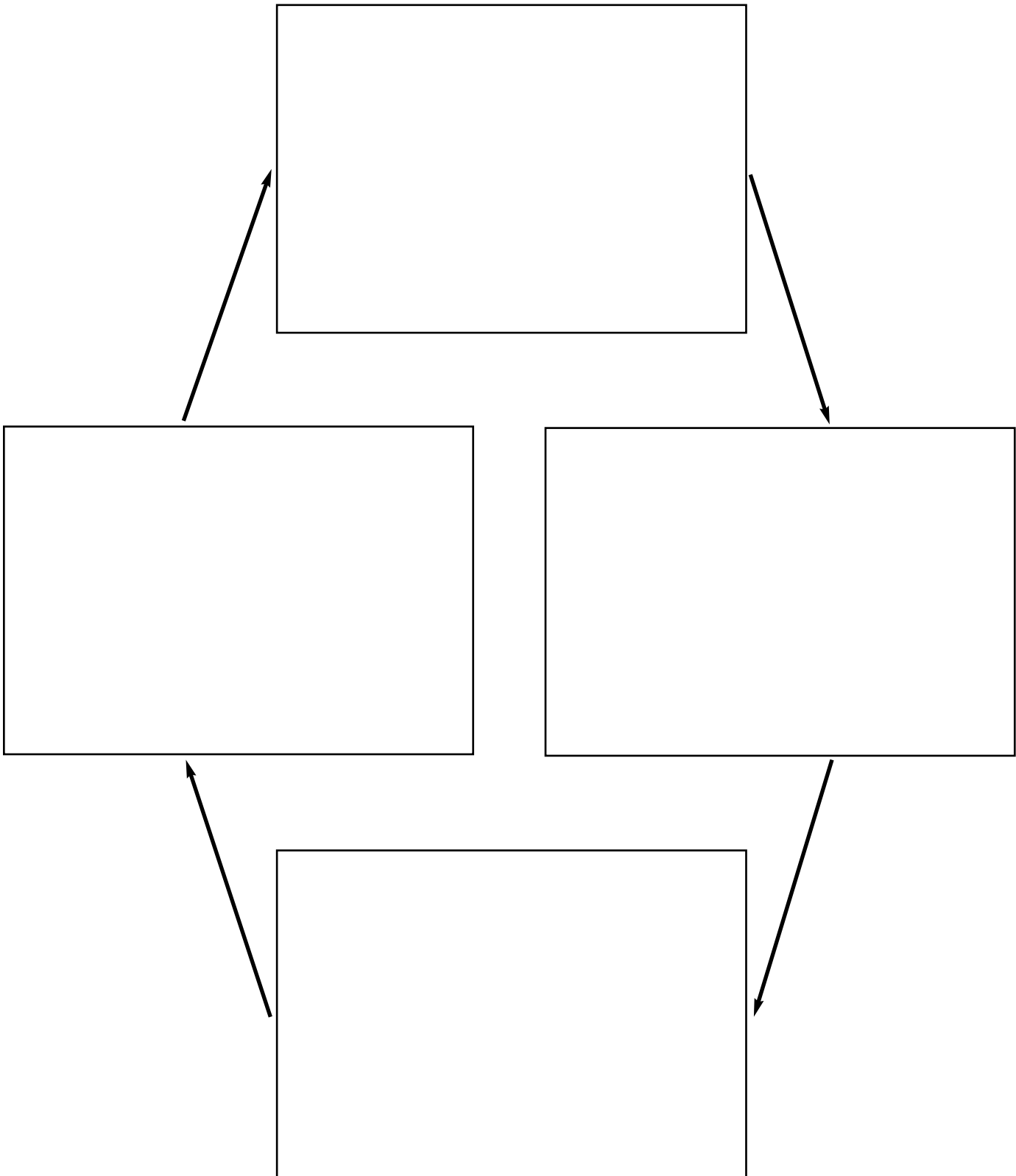
The baby geese have hatched. They are called goslings.
Their parents will care for them and teach them to fly.
Soon it will be time to migrate again.

16



Name _____

INSTRUCTIONS: Write the steps of the cause-and-effect cycle in the correct order in the boxes.



Name _____

INSTRUCTIONS: Use a crayon to color in the square that shows what the content word means.



1. In the story, *migrate* means to:

jump up and down

fly to a new location

swim

2. A *goose* is an animal that:

is bigger than a duck

lives in a cave

is smaller than a robin

3. A *flock* of geese is:

a kind of dance

a group that flies together

one bird

4. A *V formation* means:

birds fly in a circle

birds fly in a formation
shaped like a V

birds land in the water

5. *Injured* means:

they are tired

they need a warmer place
to live

they are hurt

6. When geese fly, they:

move easily

move slowly

go north

7. *Goslings* are:

baby hummingbirds

baby geese

baby seagulls

8. The word *hatch* means to:

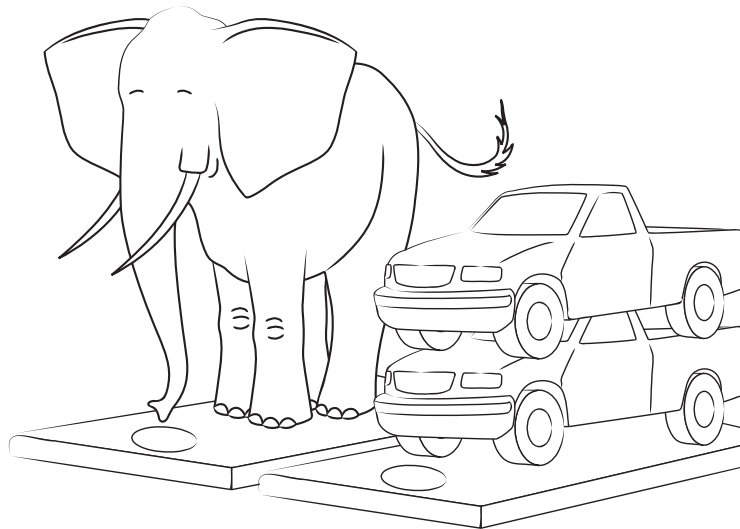
close

run

open

LEVELED READER • K

Extreme Animals



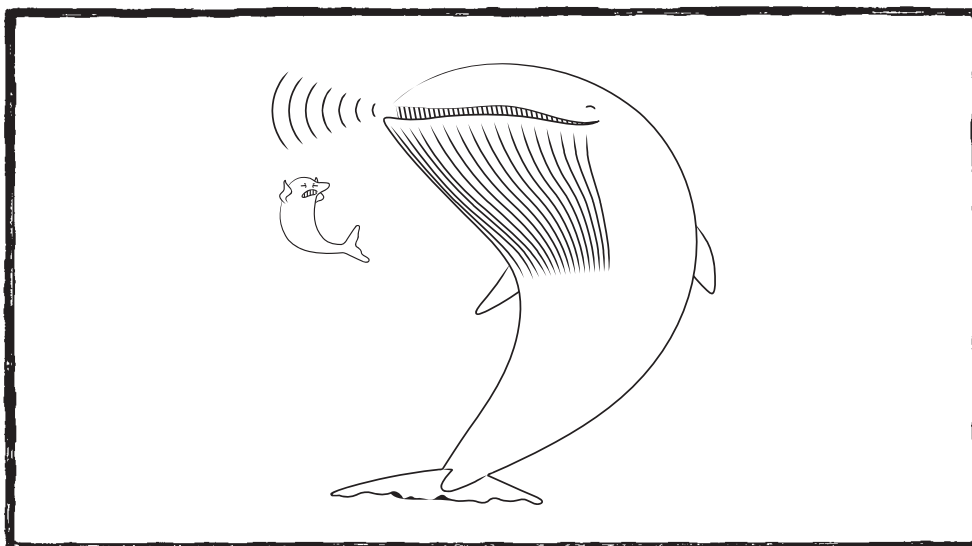
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**Multi
Level
K N Q**

Extreme Animals

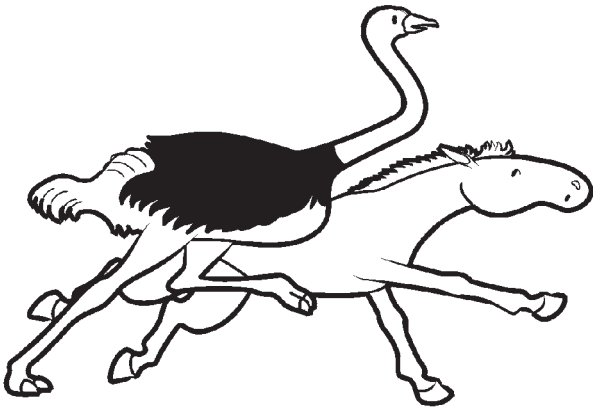
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Extreme Animals



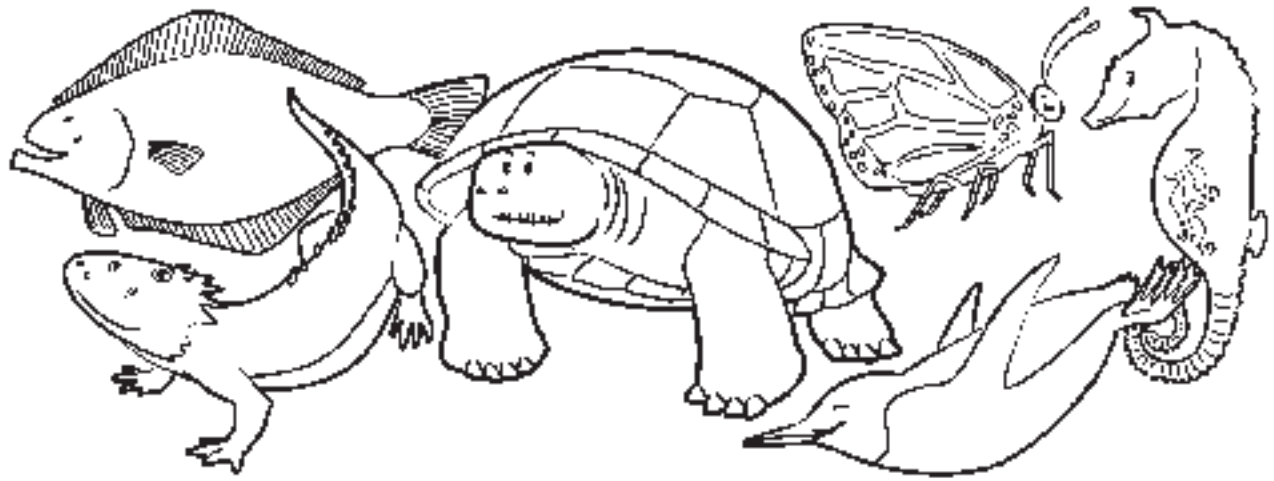
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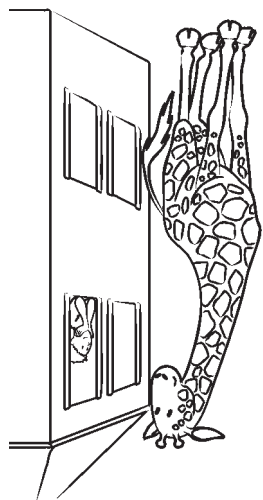
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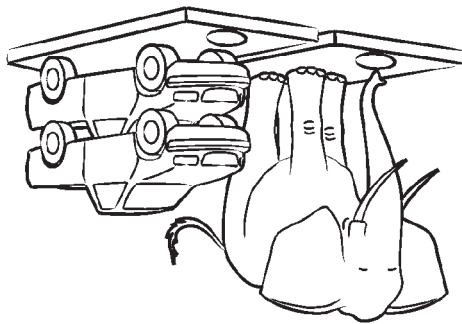
Some animals like to be different! They are extreme animals. Many of these animals have special titles. They are the tallest. They are the fastest. They are the loudest. They move, eat, and make noise in different ways. This book tells many fun facts about these animals.

3

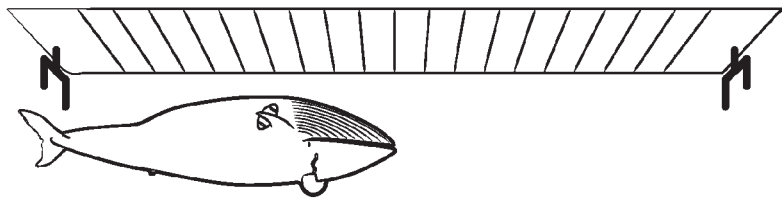
4



A giraffe is as tall as a two-story house.



An elephant weighs as much as two pickup trucks.



A blue whale is as long as half of a football field.

Biggest

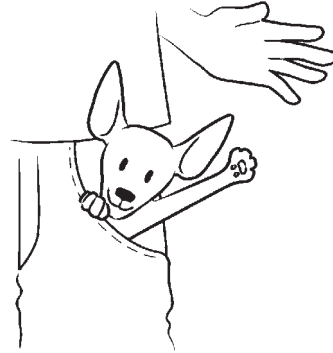
Smallest



One tiny type of monkey is as small as a mouse.



A bee hummingbird weighs less than the water in a spoon.



A Chihuahua is a little dog that can fit in your pocket.

5

6

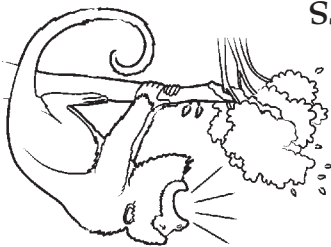


A giraffe is quiet because it has no voice.

Quietest

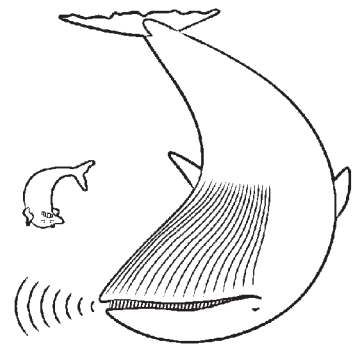
(10 mi.) away.

monkey can be heard 16 kilometers



The screams of a howler

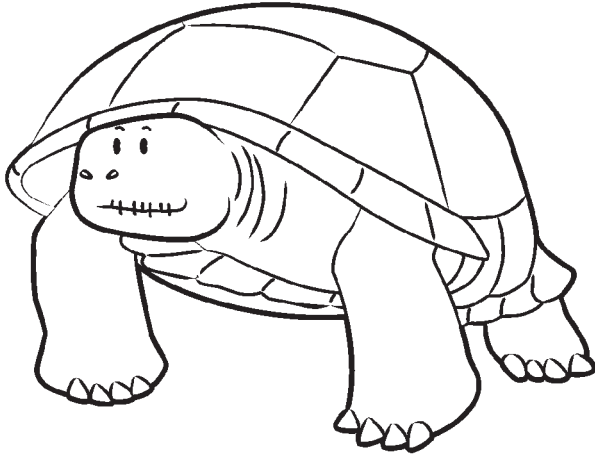
A blue whale's cries are as loud as a rocket.



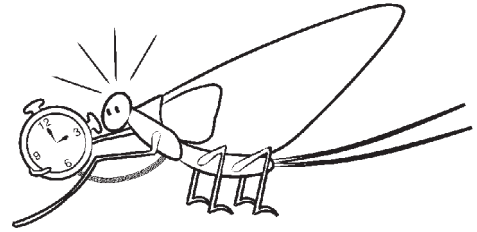
Loudest

Longest Life

A big land turtle can live for 150 years.



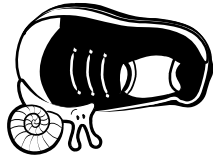
Shortest Life



A mayfly lives for only one day.

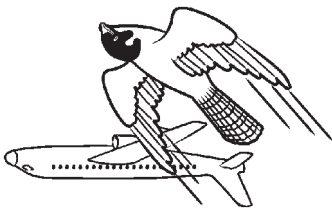
7

8



A garden snail will take a long time to crawl across your shoe.

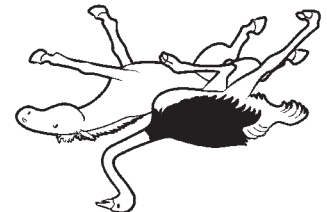
Slowest



One type of hawk dives as fast as an airplane flies.



A cheetah can run over 105 kilometers (65 mi.) an hour.

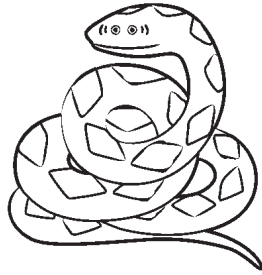


An ostrich can run as fast as a horse.

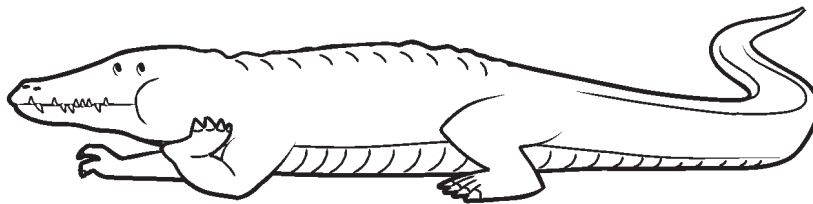
Fastest

Fun Facts About Reptiles

A snake never closes its eyes.



A lizard can grow a new tail if it breaks off.



A crocodile can hold its breath for an hour.

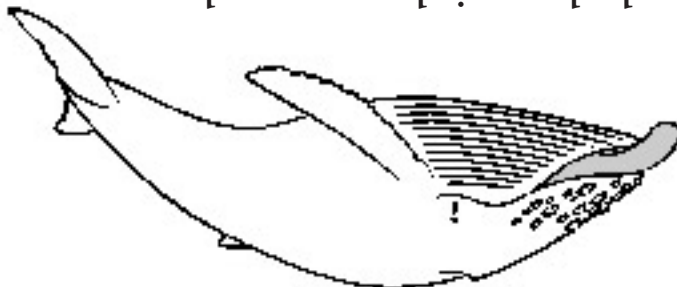
9

10



Tiny sea horse babies stay inside their father's body while they grow.

The tongue of one big whale weighs as much as a small car.



Fun Facts About Water Creatures

Fun Facts About Mammals

A kangaroo can balance on its tail. It can kick with all four feet.



Each zebra has a different pattern of stripes on its body.



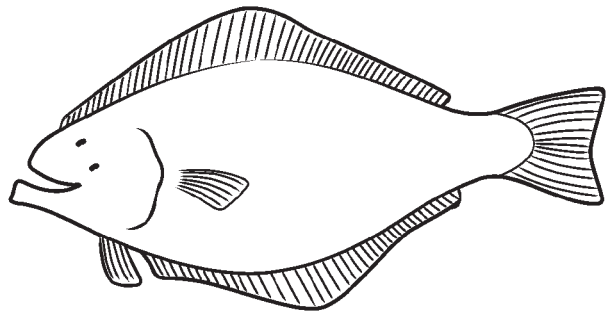
A big hippo can run faster than a person.



A camel can close its nose to keep out blowing sand.



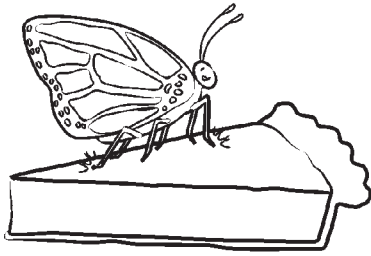
A halibut is flat. Both of its eyes are on the same side of its head.



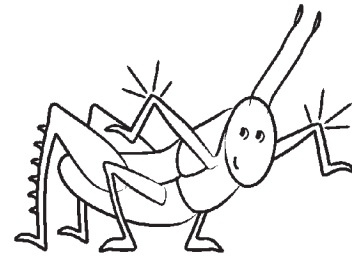
A mudskipper is an odd fish. It can skip out of the water and climb a tree.



Fun Facts About Insects



A butterfly can taste food with its feet.



A cricket has ears on its knees.



An ant has a tiny nose. But it can smell things just as well as a dog.

13

A penguin uses its wings to swim fast. Penguins are not able to fly.



14

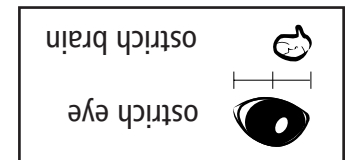
A tiny hummingbird can fly backward.



An eagle's feathers weigh more than its bones do.



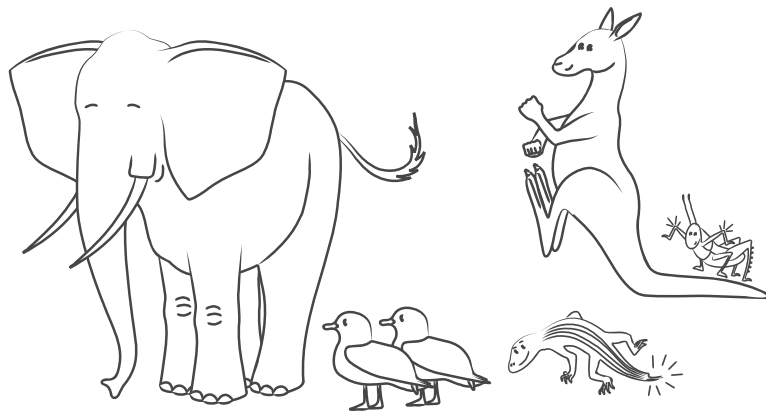
The eye of an ostrich is larger than its brain.



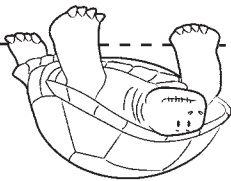
Fun Facts About Birds

Conclusion

Extreme animals come in many sizes and shapes. They almost shout—“Look at me!” They may be as tall as a house—or wear bright pink feathers. Some just make a lot of noise. These wild things are the celebrities of the animal world!



15



91

What other extreme animals do you know?

Name _____

INSTRUCTIONS: Write main ideas from *Extreme Animals* in the left-hand boxes. In the right-hand boxes, list up to two important details that support each main idea.

Book Title:	
Topic:	
Main Idea	Details 1. 2. 3.
Main Idea	Details 1. 2. 3.
Main Idea	Details 1. 2. 3.
Main Idea	Details 1. 2. 3.

Name _____

INSTRUCTIONS: Read the words in the word box with students. Read the sentences together, pausing at each blank. Have students choose a word from the word box to complete the sentence.

fastest darkest slowest crabbiest happiest

1. My sister cries a lot. She is the _____
baby I know!
2. Bats usually sleep in the _____ place
possible.
3. My mom says I am the _____ in the
morning. It takes me a long time to get ready
for school.
4. My birthday is the _____ day of the year
for me!
5. Mark is the _____ runner in school.
He always wins the race.

Name _____

INSTRUCTIONS: Draw a line from a word in Group A to its synonym in Group B.

Group A

furry

angry

nice

spicy

nervous

calm

Group B

kind

gentle

fuzzy

upset

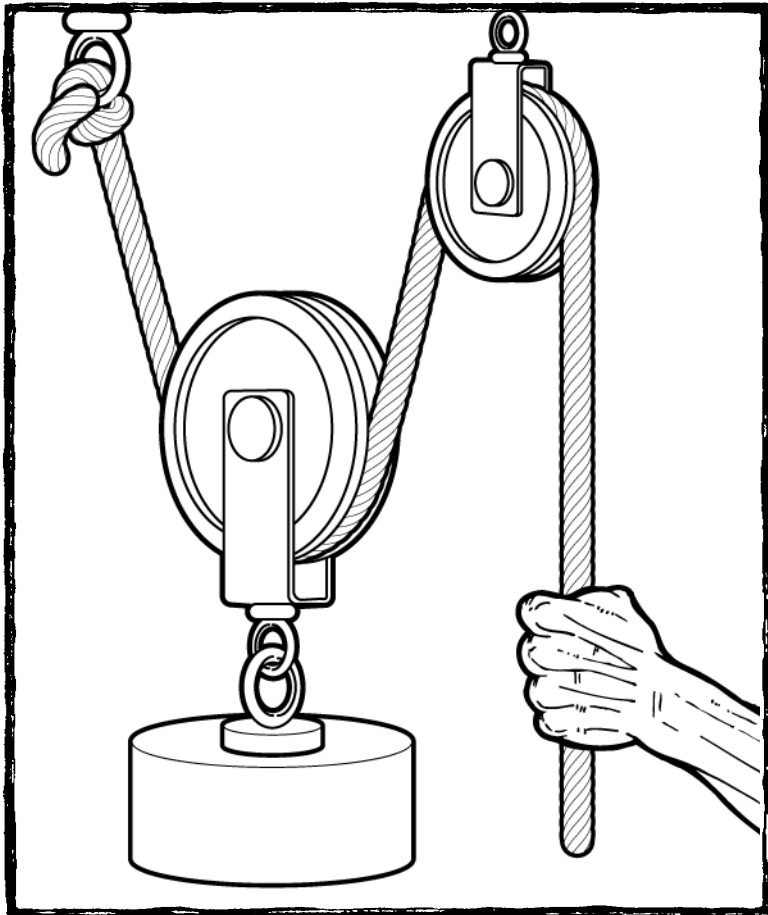
hot

jittery

Simple Machines

A Reading A-Z Level K Leveled Reader

Word Count: 379

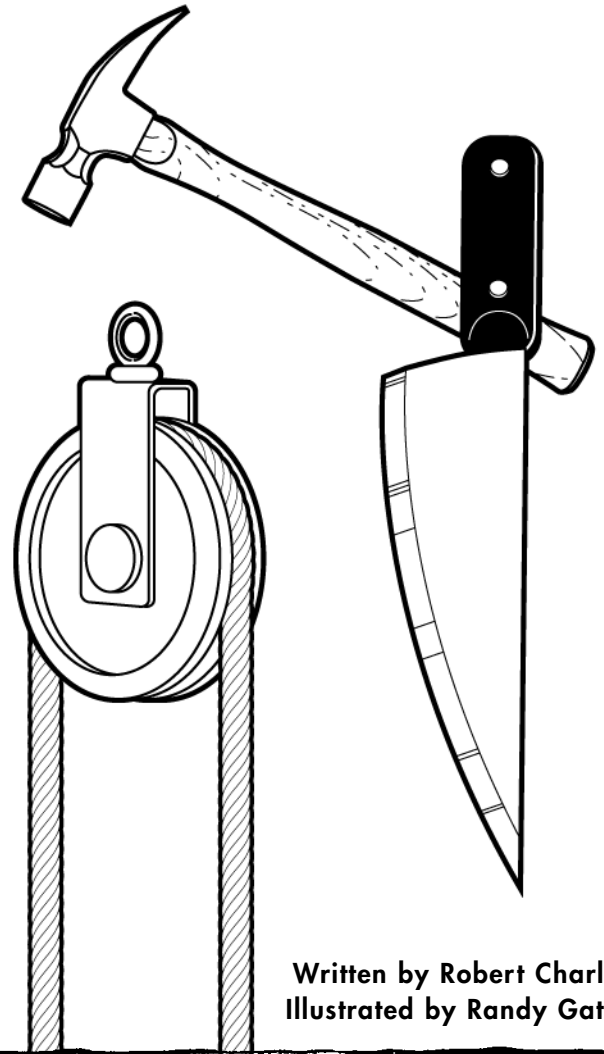


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LEVELED READER • K

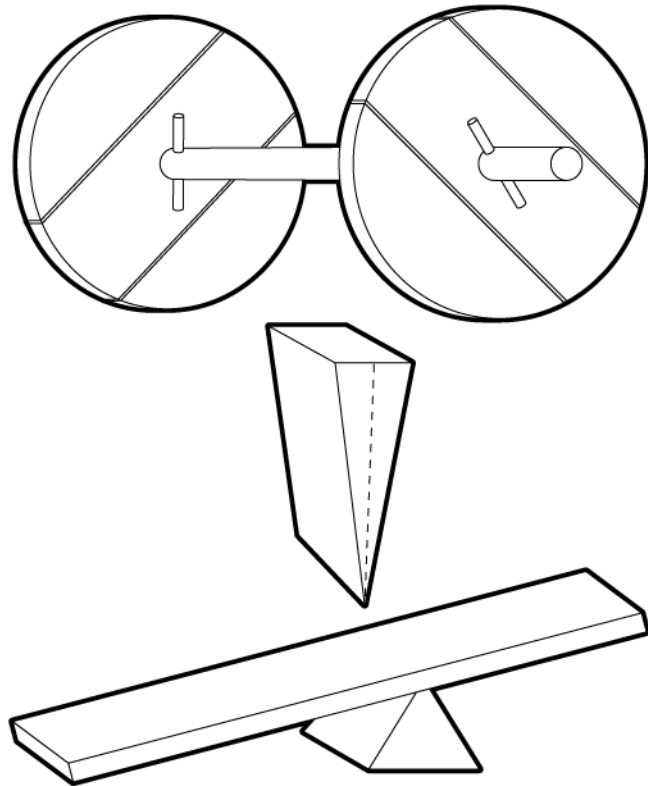
Simple Machines



Written by Robert Charles
Illustrated by Randy Gates

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Simple Machines



Written by Robert Charles
Illustrated by Randy Gates

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Level K Leveled Reader
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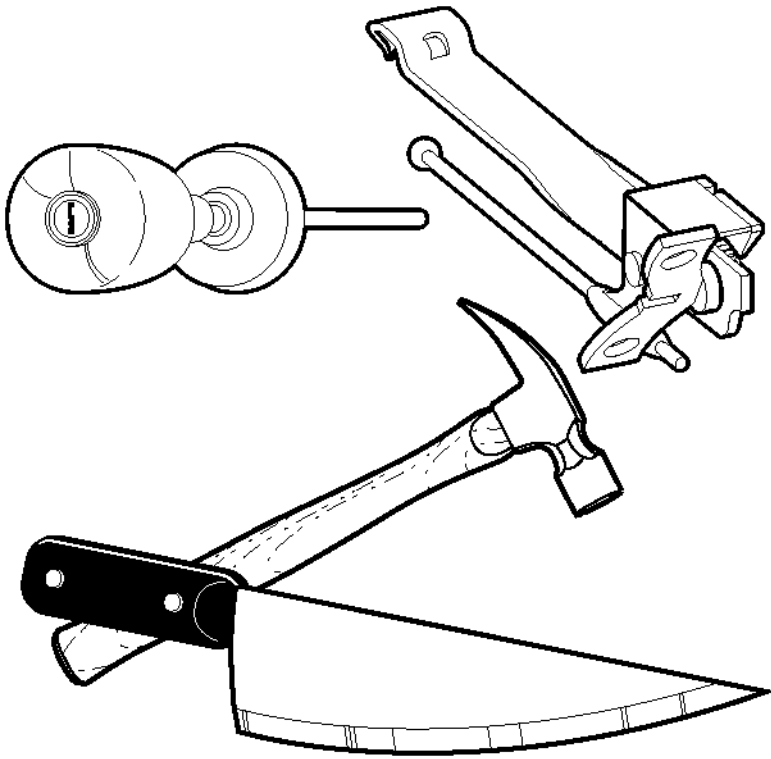
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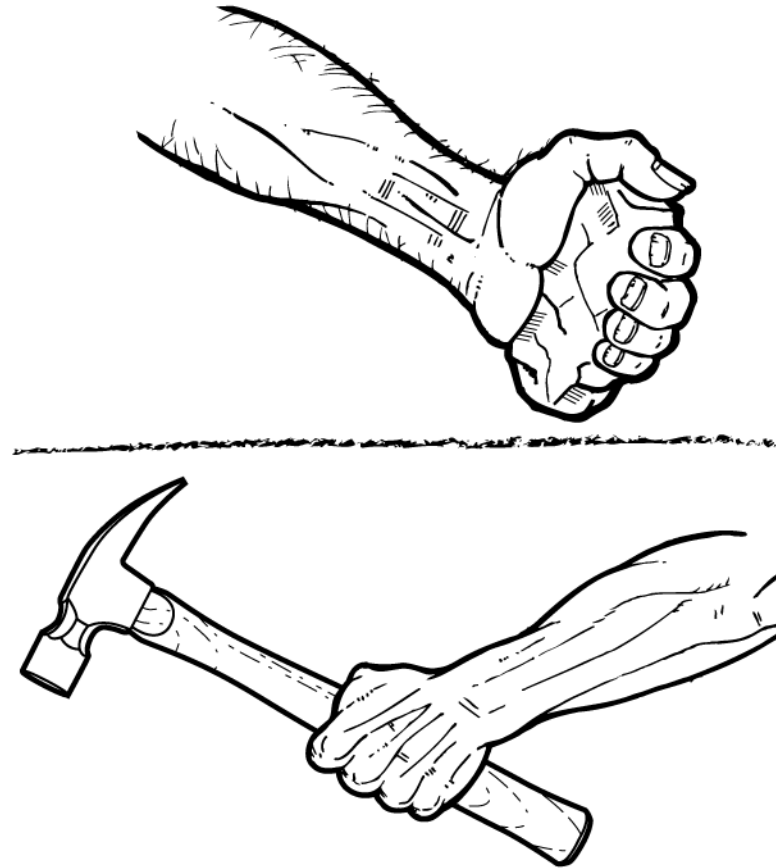
Correlation

LEVEL K

Fountas & Pinnell	J
Reading Recovery	17
DRA	18

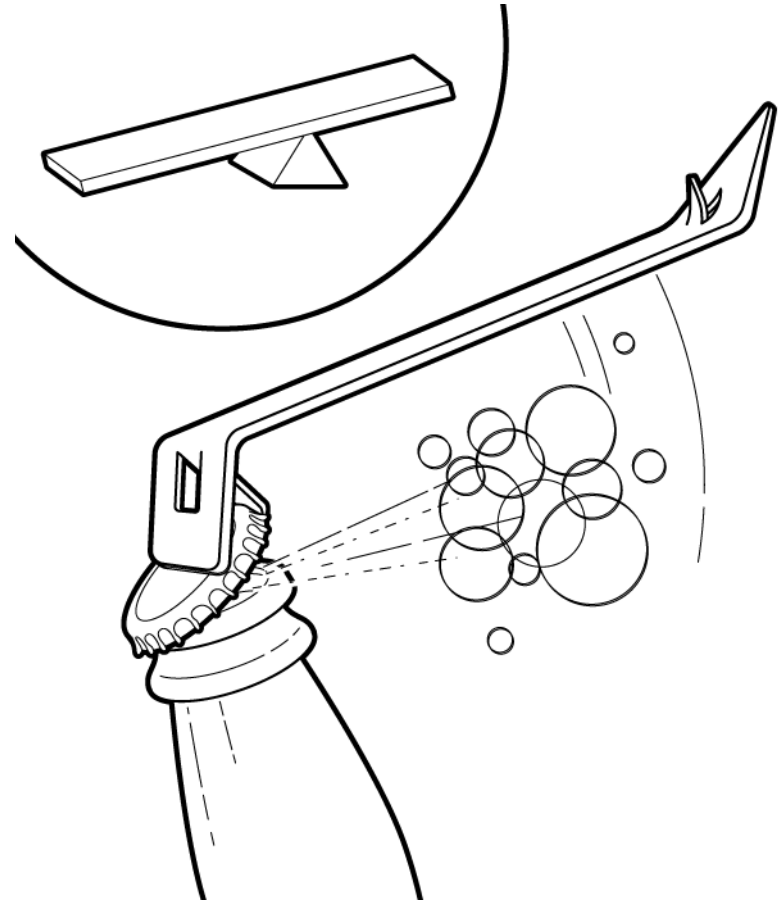


There are many kinds of machines. Most machines make doing work easier. They do this by reducing how much push or pull is needed to do work. It is hard to imagine life without machines to help people do work.



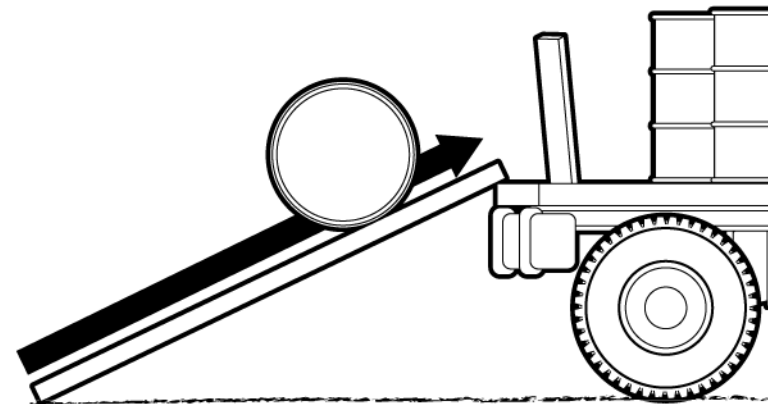
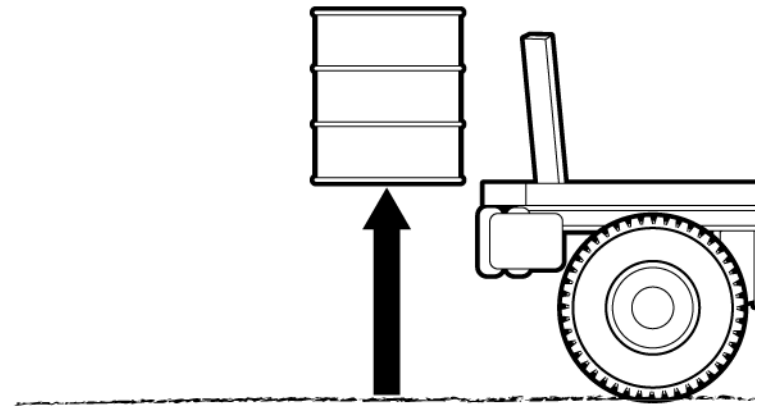
Some machines are simple. They have very few parts. They are called simple machines. A hammer is an example of a simple machine.

Simple machines have been around for thousands of years. Early humans probably used a wooden pole to move heavy rocks. The pole was one of the first simple machines.



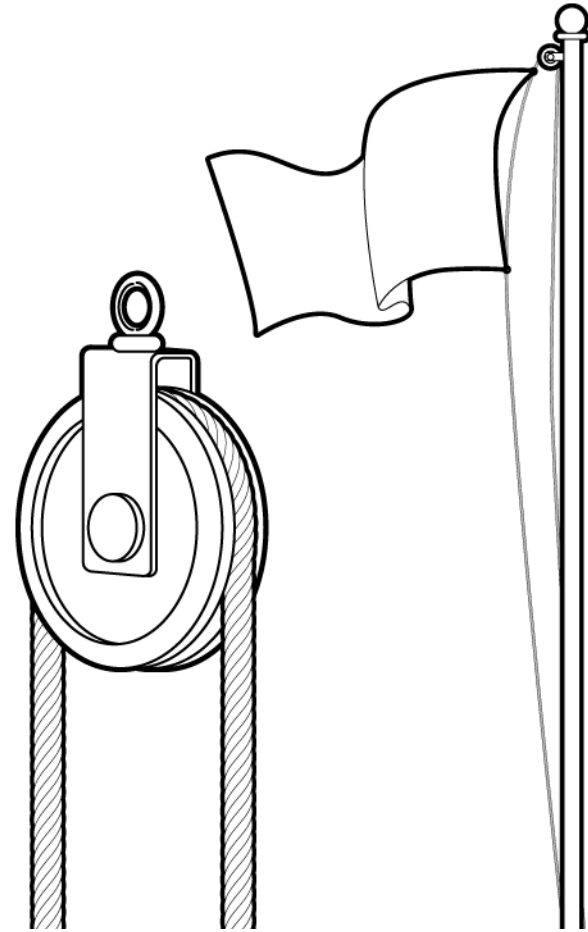
There are four main types of simple machines. A lever is one kind of simple machine. It makes work much easier. A bottle opener is a lever. It makes it easier to open a bottle.

An inclined plane is another kind of simple machine. It makes work much easier. The ramp is an inclined plane. It makes it easier to move things into a truck.

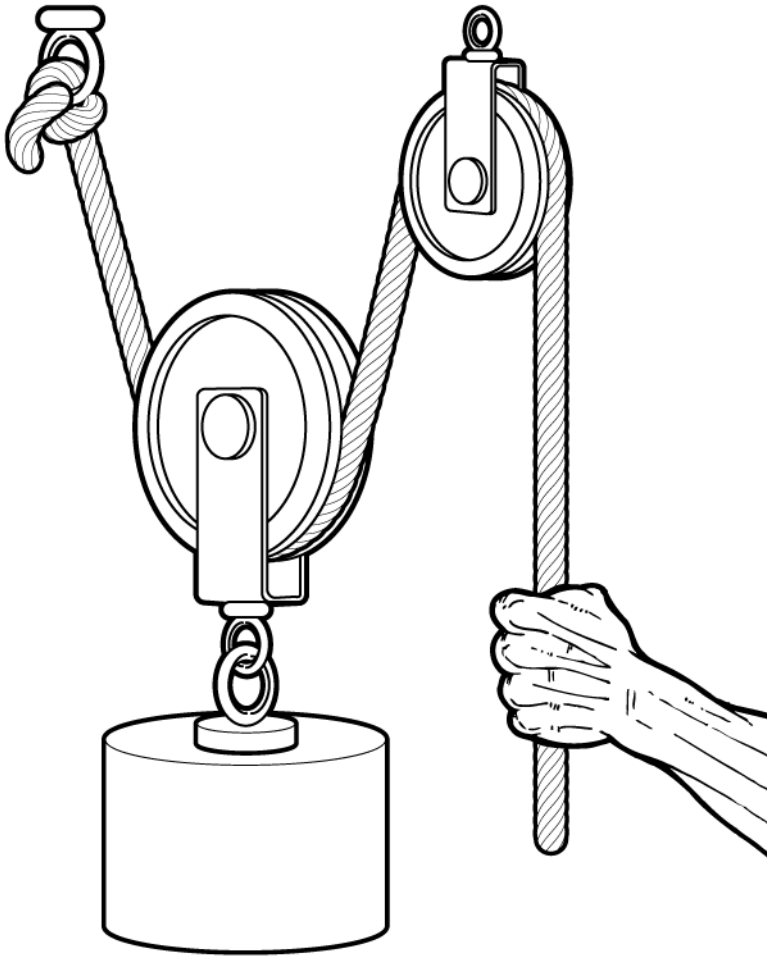


The inclined plane uses less force than lifting things straight up and into the truck. But with the inclined plane, you have to move things a greater distance.

The wedge is a simple machine. It makes work much easier. It is really two back-to-back inclined planes. A knife is an example of a wedge. It makes it easier to cut things.

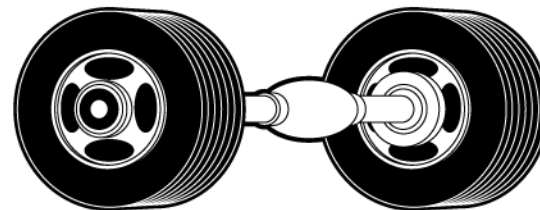
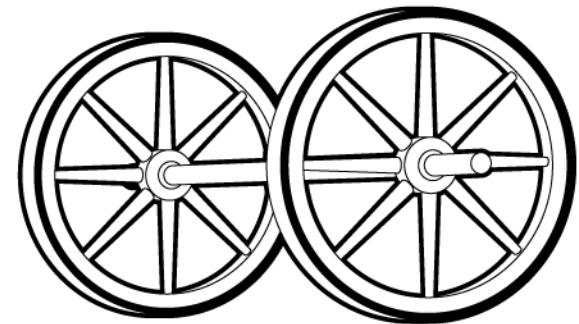
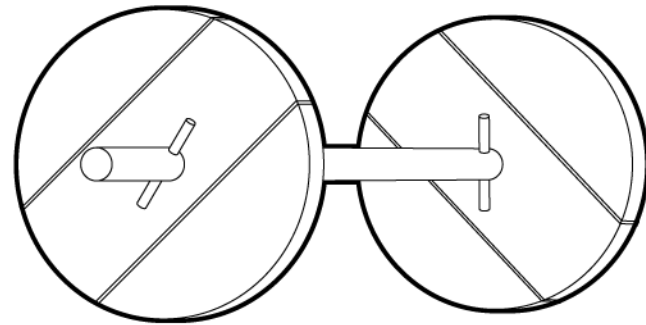


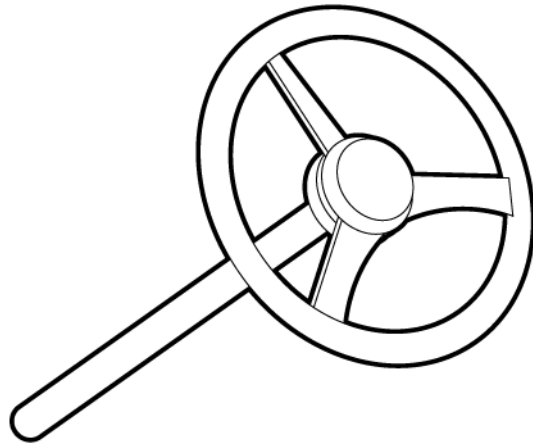
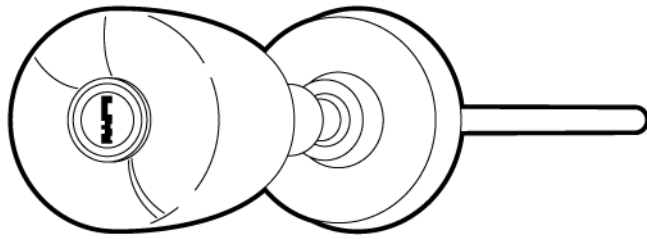
A pulley is a kind of simple machine. It makes work easier. The flagpole has a simple pulley. The pulley makes it easier to raise and lower the flag.



Sometimes two or more pulleys are combined. They reduce the amount of push or pull needed to do work.

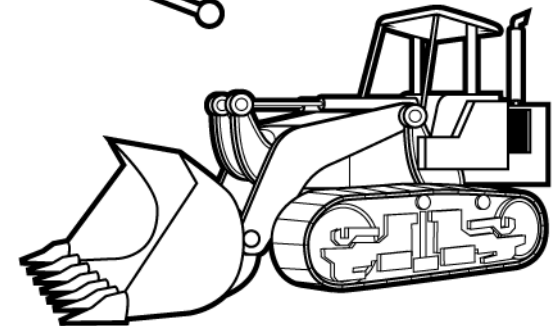
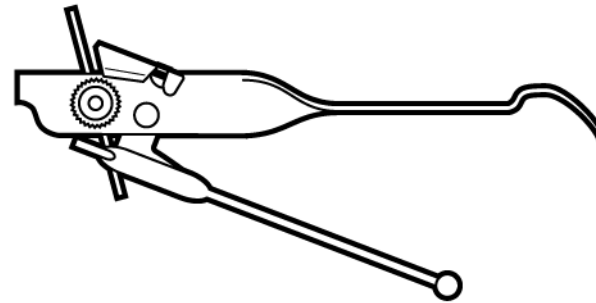
A wheel and axle is another kind of simple machine. It makes work much easier.



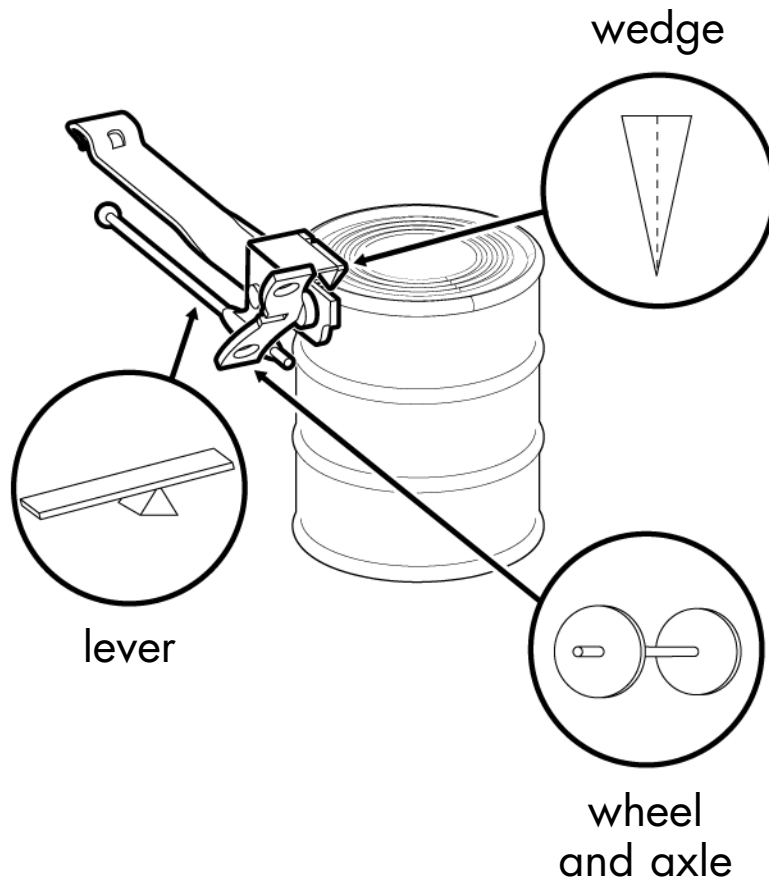


A doorknob and a steering wheel are wheels and axles. The doorknob makes it easier to open a door. The steering wheel makes it easier to turn a car.

In time, people learned how to combine one or more simple machines. These machines are called compound machines. A can opener is a compound machine. A bulldozer is also a compound machine. It has many moving parts.



The can opener has three simple machines. The turning knob on the can opener is a wheel and axle. The hinged handles form a lever, and the cutting part is a wedge.



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ramp, 7
steering wheel, 13
wedge, 9, 15
wheel and axle, 12, 13, 15

Name _____

INSTRUCTIONS: Complete the sentences by filling in the blanks. In the bottom section, write down five *simple* machines and five *complex* machines.

1. Machines that have very few parts are called _____ machines.
2. A _____ is an example of a simple machine.
3. Simple machines have been around for _____ of years.
4. When you combine one or two simple machines you create a _____ machine.
5. A _____ is an example of a compound machine.
6. There are _____ main types of simple machines.
7. A bottle openers is also a _____.
8. A ramp is an _____ plane.
9. A _____ makes it easier to raise and lower a flag.
10. A doorknob and a steering wheel are _____ and axles.

Simple Machines

1. _____
2. _____
3. _____
4. _____
5. _____

Complex Machines

1. _____
2. _____
3. _____
4. _____
5. _____

Name _____

INSTRUCTIONS: Add a suffix to each root word. For some words, you might have to drop the final letter *e* before adding *ing* or *ish*. Then write a sentence using two of the words with suffixes.

ish

ed

ing

er

est

s

open _____

late _____

want _____

painter _____

blue _____

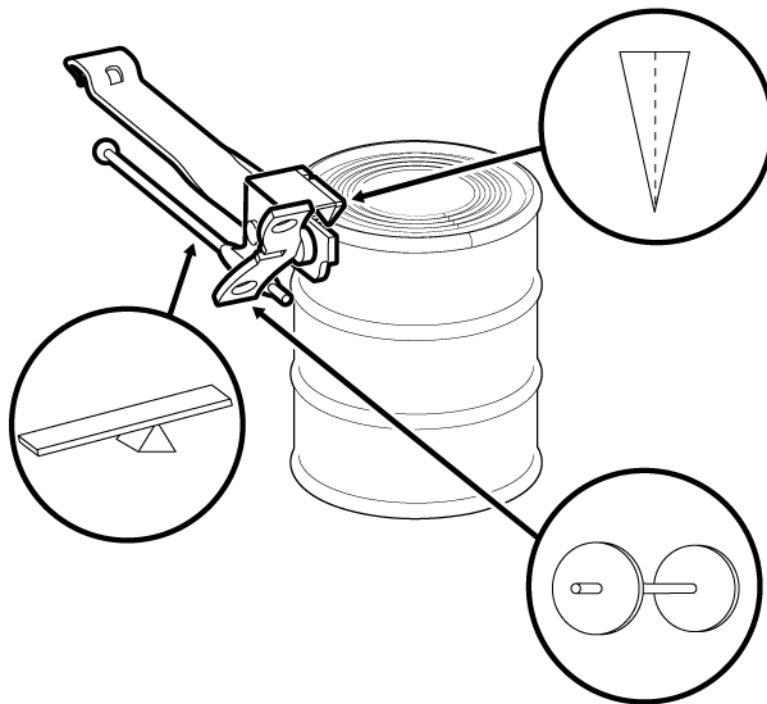
count _____

move _____

dog _____

go _____

My Sentence:



LEVELED READER • K

Slithery and Slimy



Written by Kira Freed

www.readinga-z.com

Slithery and Slimy

A Reading A-Z Level K Leveled Reader • Word Count: 376




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Slithery and Slimy



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18	DRA
17	Reading Recovery
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Many thanks to Priya Nanjappa and her colleagues at the USGS-Patuxent Wildlife Research Center, Laurel, MD, for serving as consultants on this book.

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This is a book about
reptiles and amphibians.
Some are slithery.
And some are slimy.

Python

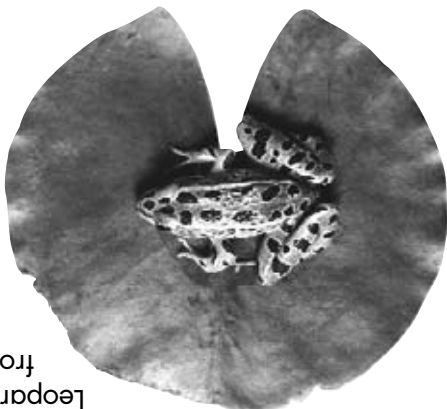


Tree frog

By the end of this book,
you will know the difference
between reptiles and amphibians.
You will also learn fun facts
about these amazing animals.

3

- Their body temperature changes. It changes with the temperature of the air and water around them. They get warmth from the heat of the sun.



Leopard
frog



Box turtle

4

How They Are the Same

- Reptiles and amphibians have backbones.
- They breathe air.

How They Are Different

- Reptiles have dry, scaly skin.
- Most reptiles hatch from eggs with leathery shells that are laid on land.
- At birth, most reptiles look like their parents.



Water dragon



Eastern newt

- Amphibians have moist skin with no scales.
- Amphibians come from eggs that have no shells. The eggs are laid in moist places.
- At birth, most amphibians do not look like their parents.

5



Alligators

Dinosaurs were reptiles.
Many reptiles living today
are related to dinosaurs.
On the next pages
we will learn about
these reptile relatives.

REPTILES

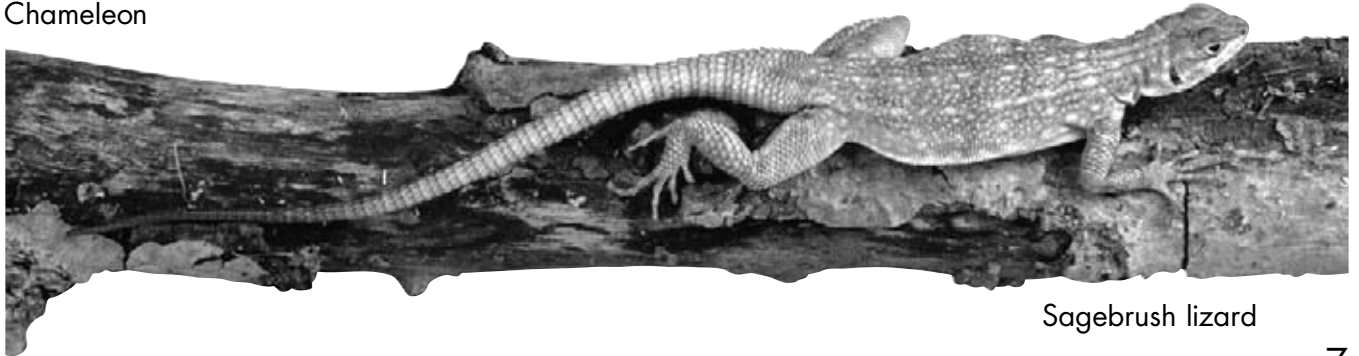
6



Chameleon

Lizards

All lizards are covered with scales. Lizards come in many sizes, shapes, and colors.



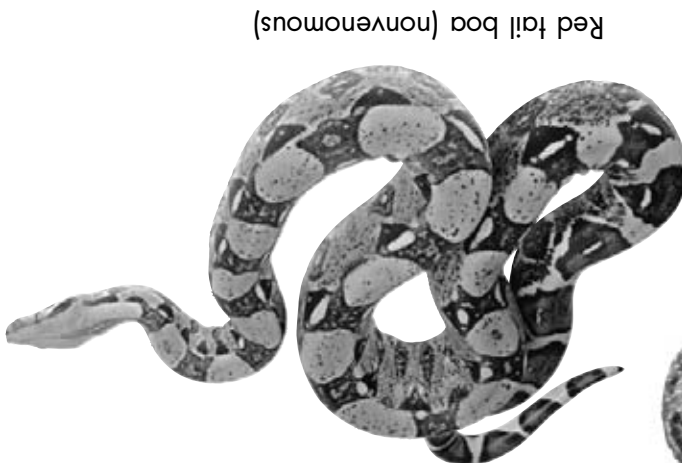
Sagebrush lizard

7

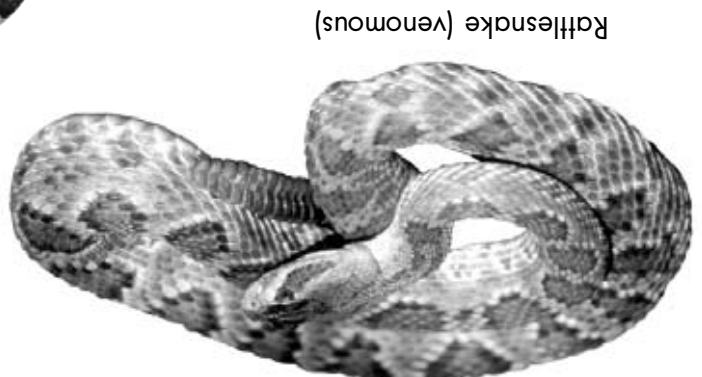
Some snakes are venomous (poisonous), but most are not. Snakes shed their skin when it becomes too tight.

8

Snakes



Red tail boa (nonvenomous)

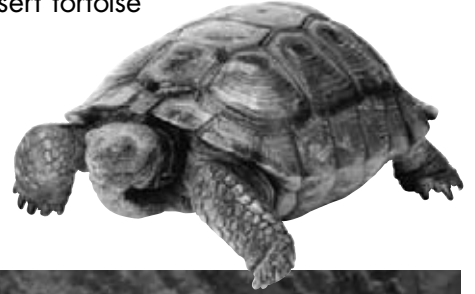


Rattlesnake (venomous)

Turtles

Different turtles live in different places. Tortoises live on land. True turtles spend most of their lives in the water. Sea turtles live only in the salty water of the world's oceans.

Desert tortoise



Box turtle



Hawksbill sea turtle

9

10

walked the earth.

around when dinosaurs

Some of them were

many sharp teeth.

These reptiles have

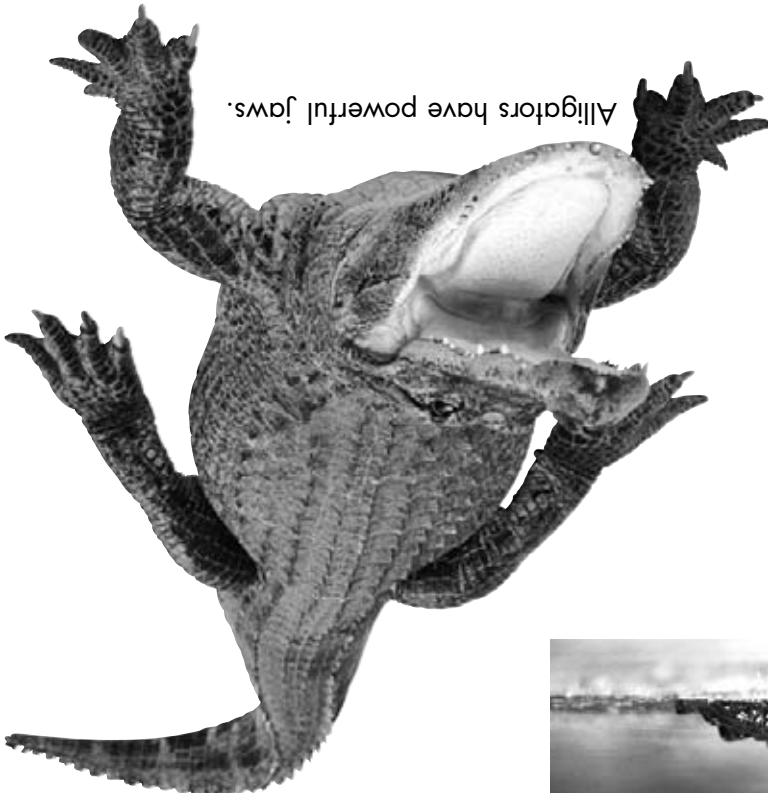
and Alligators

Crocodiles

An alligator mostly under water



Alligators have powerful jaws.





This male toad's throat looks funny because it is singing.

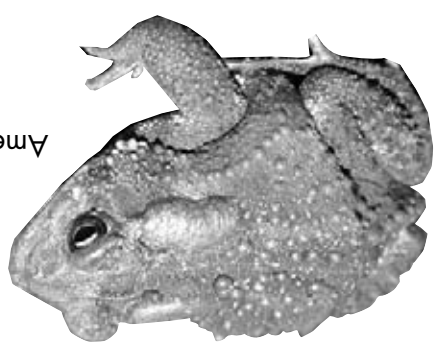
AMPHIBIANS

Many amphibians spend time both on land and in water.
 There are three different groups of amphibians.
 Turn the page to learn about them.

11



Pacific tree frog



American toad

12

Frogs and Toads
 Frogs are some of the best leapers on Earth. Toads have shorter hind legs and fatter bodies than frogs. They hop or crawl instead of leaping.



Marbled salamander



Eastern newt

Salamanders and Newts

Many salamanders and newts have bodies shaped like lizards. But their slimy skin tells us that they are amphibians.

13

They look like
earthworms, but they
have very sharp teeth.

14



South American caecilian



Rubber eel

Special Amphibians
Some amphibians
do not have legs.
Most of them live on land.
A few live in water.



Texas blind salamanders are endangered.

Many reptiles and amphibians are endangered.
Some have already become extinct (wiped out completely).
Many of their homes have been polluted and destroyed.

15



Hawksbill sea turtles are endangered.

Reptiles and amphibians are important members of the web of life. Like all other animals, they have a place in our world. We need to protect their homes and help them to stay alive.

16

Name _____

INSTRUCTIONS: Use the words from the word box to fill in the blanks to complete the paragraph.

breathe

alike

no

lizards

moist

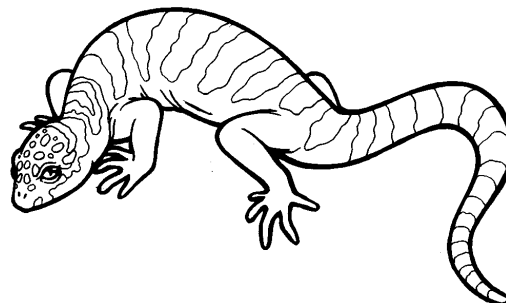
frogs

skin

eggs

sunshine

Reptiles and amphibians are _____
in several ways. They both _____
air and are cold-blooded. They both use
_____ to get warm. Reptiles and
amphibians are different in several ways. First of
all, reptiles have dry scaly _____
while amphibians have _____ skin.
Secondly, reptile _____ have leathery
shells, and amphibian eggs have _____
shells. Finally, _____ are reptiles,
while _____ are amphibians.



Name _____

INSTRUCTIONS: Use the letters from the title of the book, *Slithery and Slimy*, to create new words.
Write a sentence using three of these new words.

S L I T H E R Y A N D S L I M Y

Example: YAM

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

My Sentence:



The Mind Game

A Reading A-Z Level K Leveled Reader

Word Count: 401

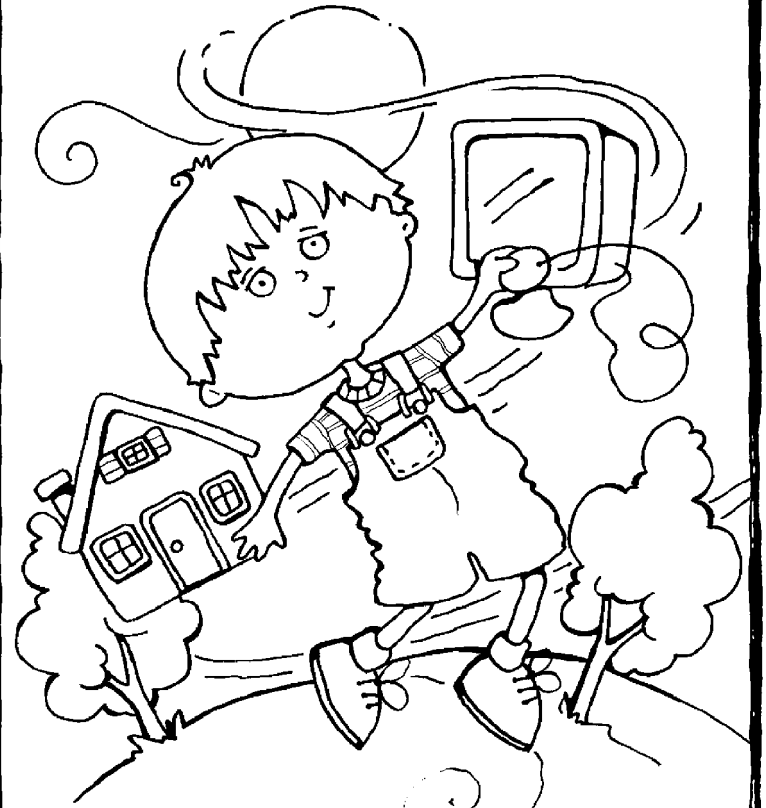



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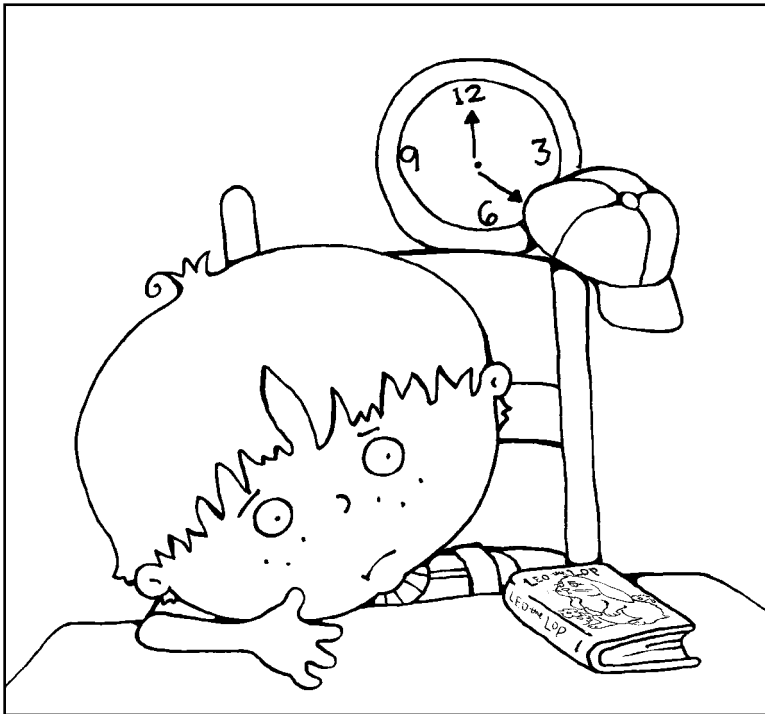
The Mind Game



Written by Stephen Cosgrove
Illustrated by Carolyn LaPorte

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The Mind Game



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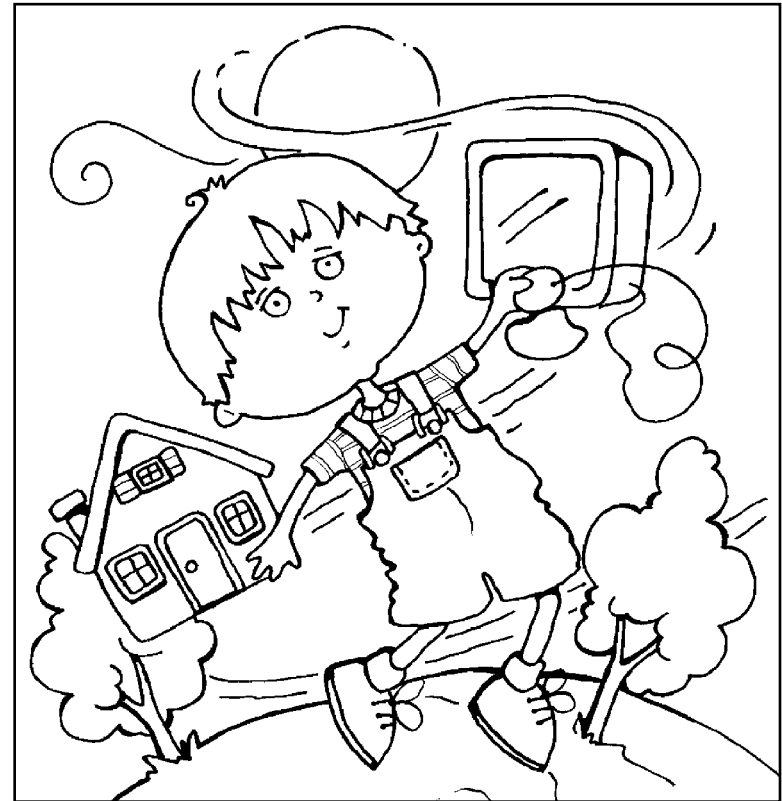
LEVEL K

Fountas & Pinnell	J
Reading Recovery	17
DRA	18



There once was a very special boy who loved to play games on a computer that sat on his mother's desk. When his mother wasn't using the computer, he was allowed to sit and play for as long as he liked.

When he was playing, the game was like a dream in his mind. He was so wrapped up in the game that he didn't know if it was sunny outside. He wouldn't have noticed if a tornado was blowing away his house.

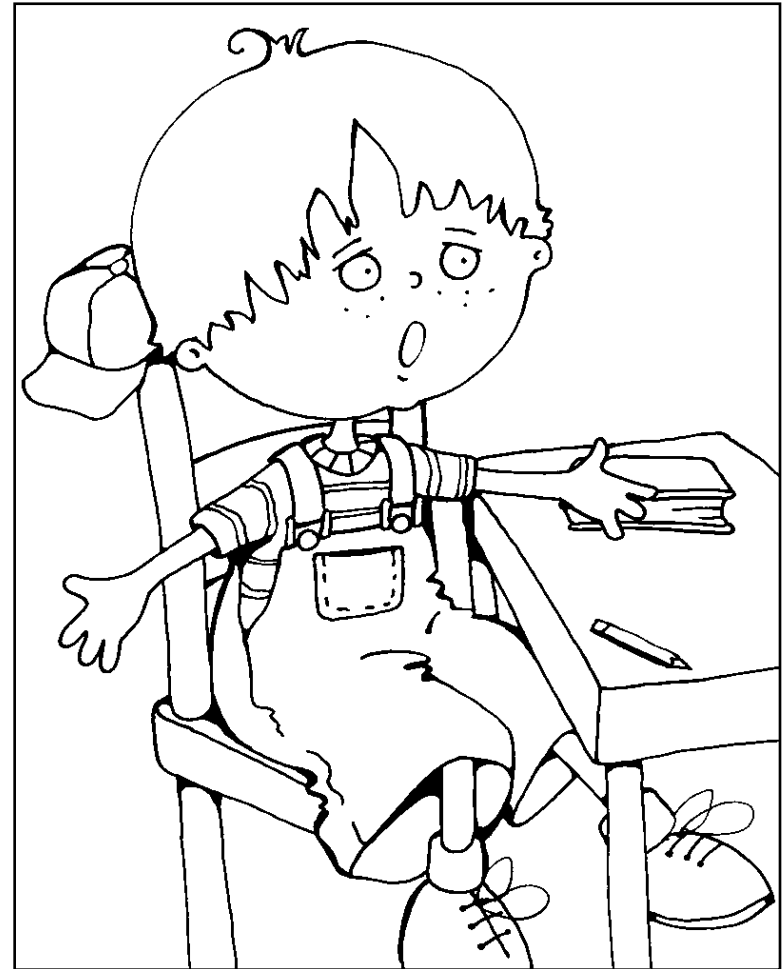


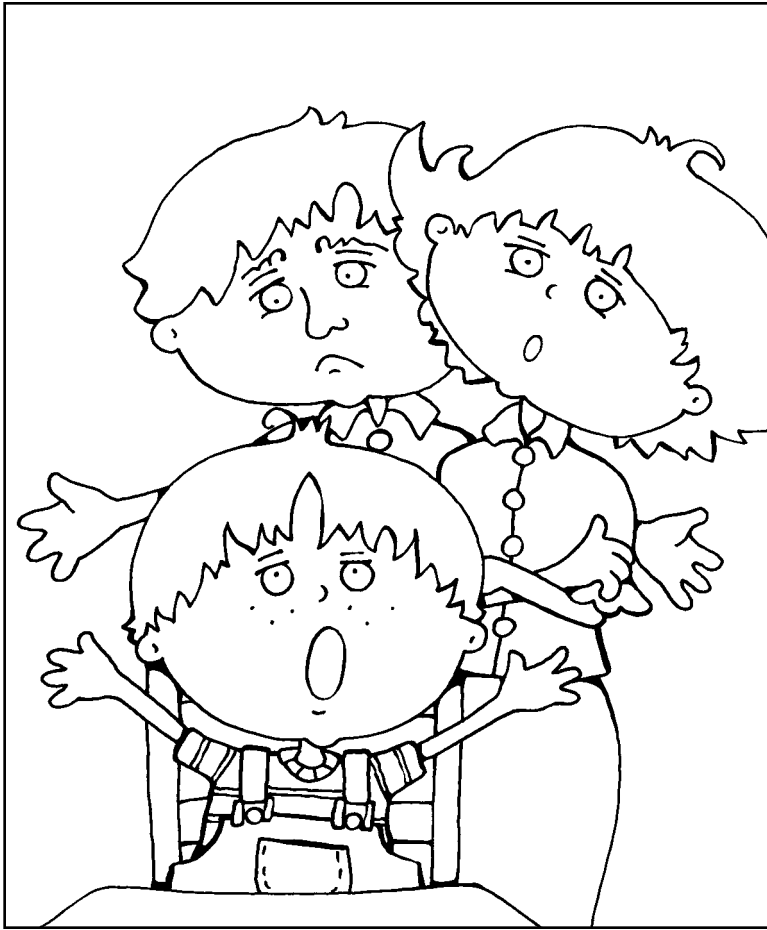


And then one day it happened!
He climbed into the chair at his
mother's desk. He twisted his neck,
flexed his fingers, and got ready
to play a game, but . . .

. . . the keyboard was gone!
And so was the monitor and even
the mouse.

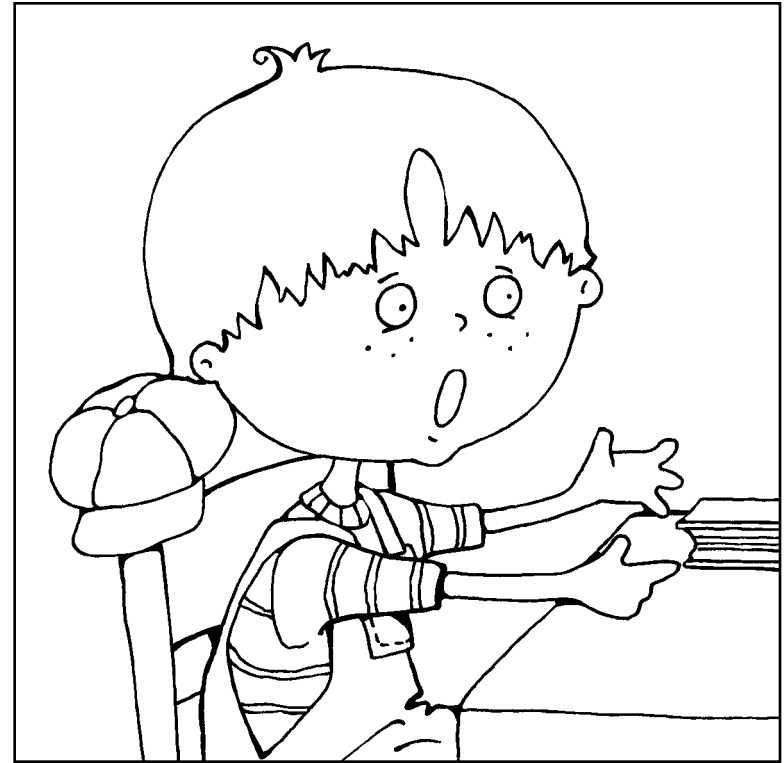
"Mom!"





The very special boy's scream brought his mother and his father running from the kitchen.

"What is it? What happened?" they cried, rushing to his side.

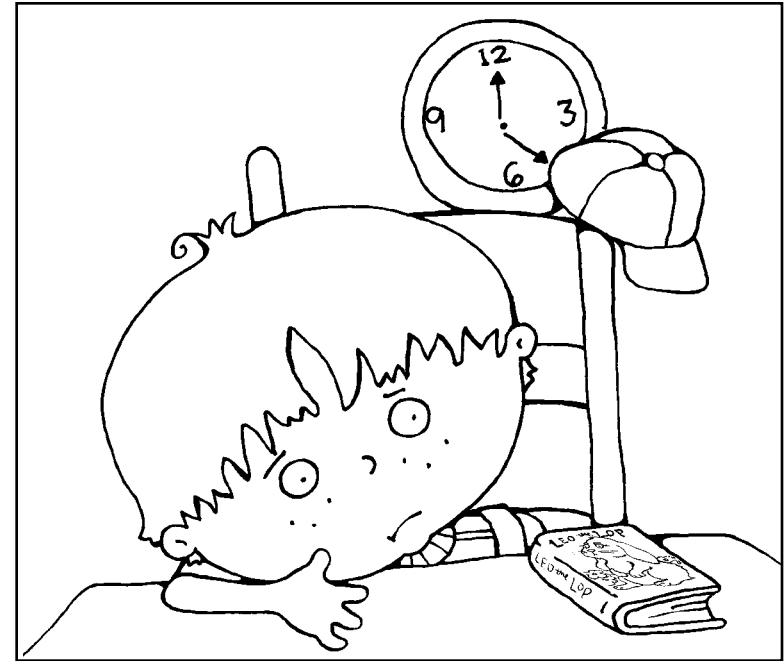
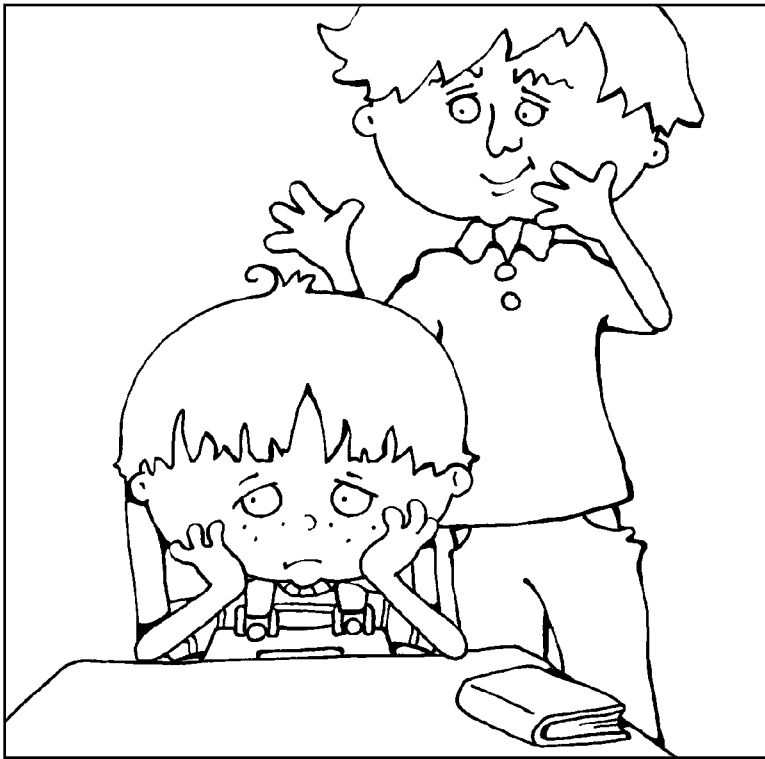


"Mom!" he said, pointing at the desk. "Look!"

His mother looked. His father looked. "At what, son?" they asked. "There's nothing there."

"I know. I know," he said. "The computer is gone!"

"Oh, is that all," said his mother as she went back to the kitchen.
"The computer is broken. We're having it fixed. It'll be back soon."
"How soon is soon?" the boy cried.
"A week or two," chuckled the father.



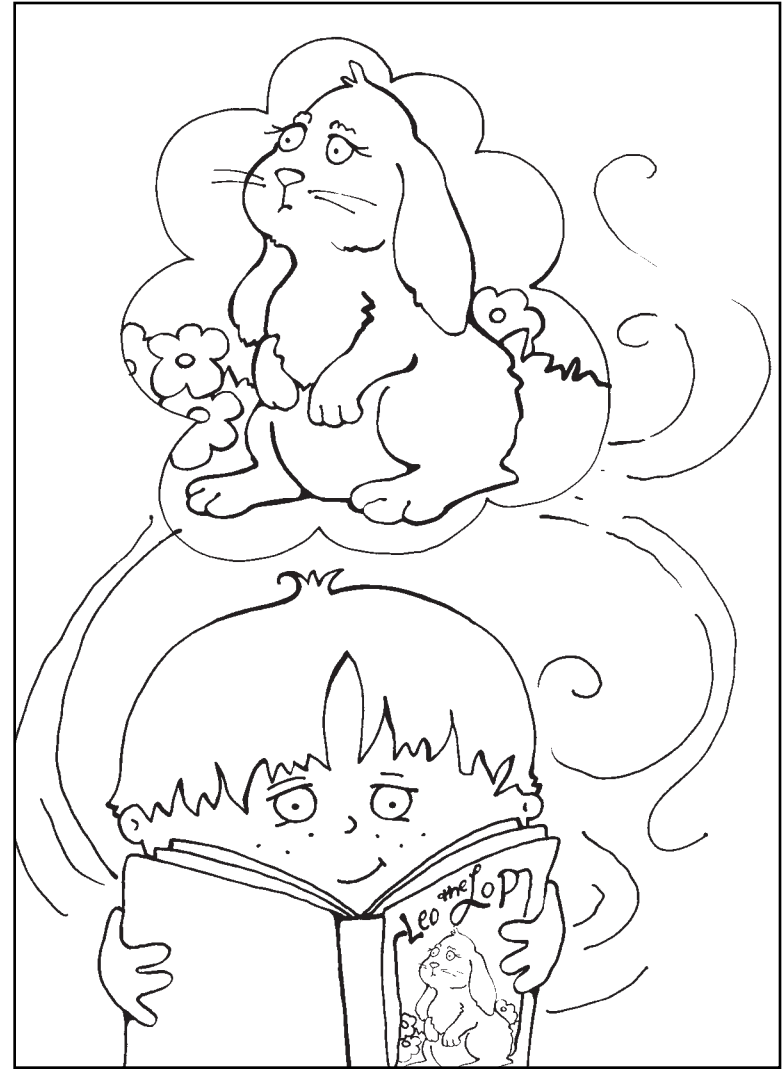
It might as well have been a million years. The boy was left alone with nothing to do.

He sat, forlorn, at the desk. He stared at the empty place where the screen, keyboard, and mouse used to sit. Now there was nothing except a raggedy-paged old book called *Leo the Lop*.

With a deep sigh, he opened the book and looked at the words spread across the page. He read a few words and then a few more. He was surprised to find that pictures began to form in his mind, just like with the computer game.



Like a river, the pictures from words began to flow through his mind as he read the wonderful story.



He read that book and another
and another. He read stories about
bunnies, butterflies, and bears.



In time, the computer was returned.
But the very special boy now had a
very special game that didn't need
a mouse or a keyboard.

For from books come dreams,
and from dreams come magical
tomorrows.



Name _____

INSTRUCTIONS: Answer the questions below, using words and phrases from the text. The first one is done for you.

What was the boy's favorite thing to do?

The boy's favorite thing to do was to play games on the computer.

What did the boy do when he saw that the computer was missing?

Where was the computer?

What did the boy's father give him?

Did the boy want to read the book at first?

At the end of the story, how did the boy feel about books?

Name _____

INSTRUCTIONS: Quotation marks are used to let the reader know that someone in the story is talking. Have children place quotation marks where they belong in each sentence. Have them use the book as a reference.

Example: What is it? What happened? they cried, rushing to his side.

“What is it? What happened?” they cried, rushing to his side.

Oh, is that all, said his mother.

How soon is soon? the boy cried.

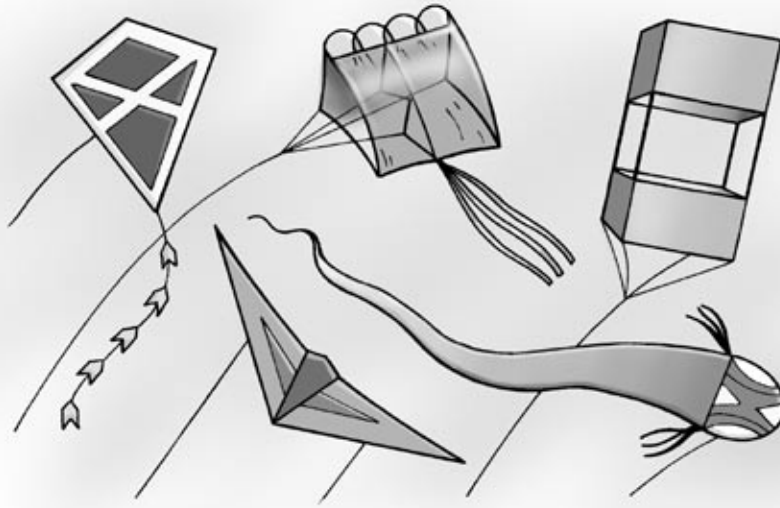
A week or two, chuckled the father.

At what, son? they asked.



LEVELED READER • K

All About Kites



Written by Elizabeth Austin • Illustrated by Maria Voris

**Multi
Level
K N R**

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All About Kites

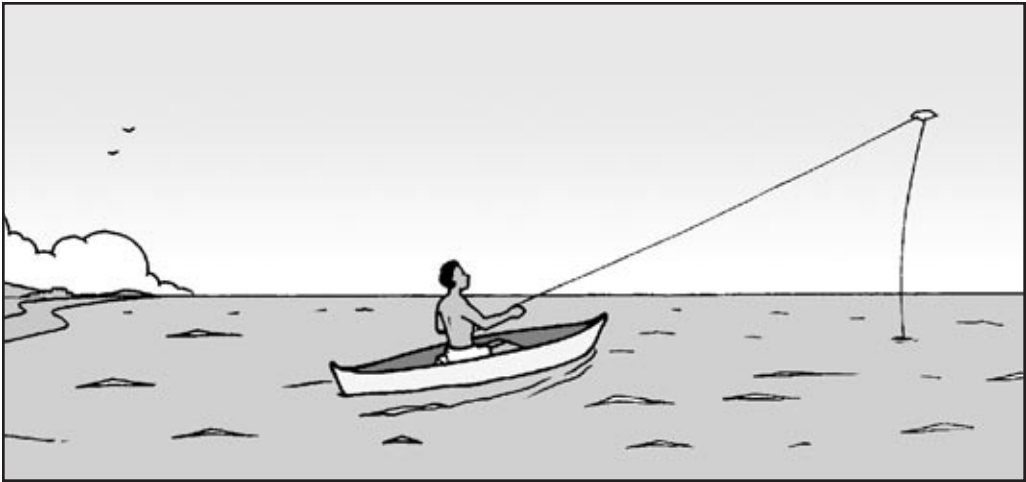
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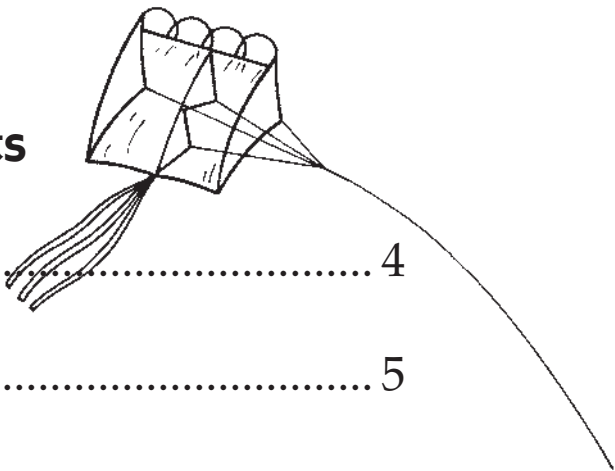
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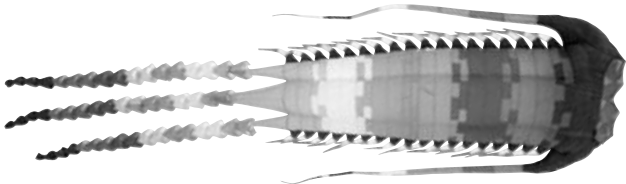
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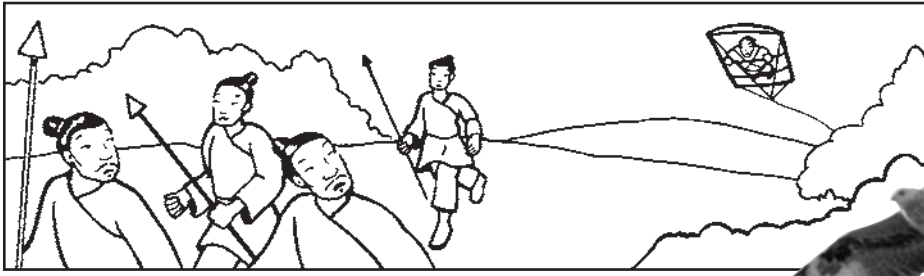
Make Your Own Kite 12

Glossary 16

A kite is one of the oldest toys. And it's very simple to make. Kites come in many sizes, shapes, and colors. Did you know that kites can be both toys and tools?

Introduction





History of Kites

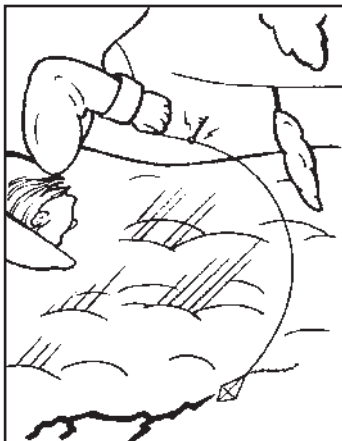


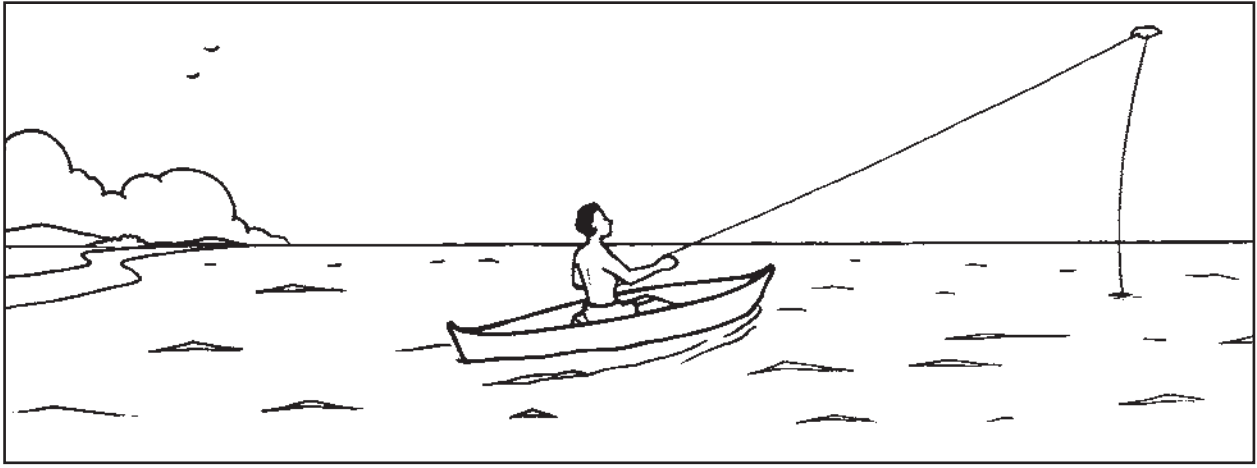
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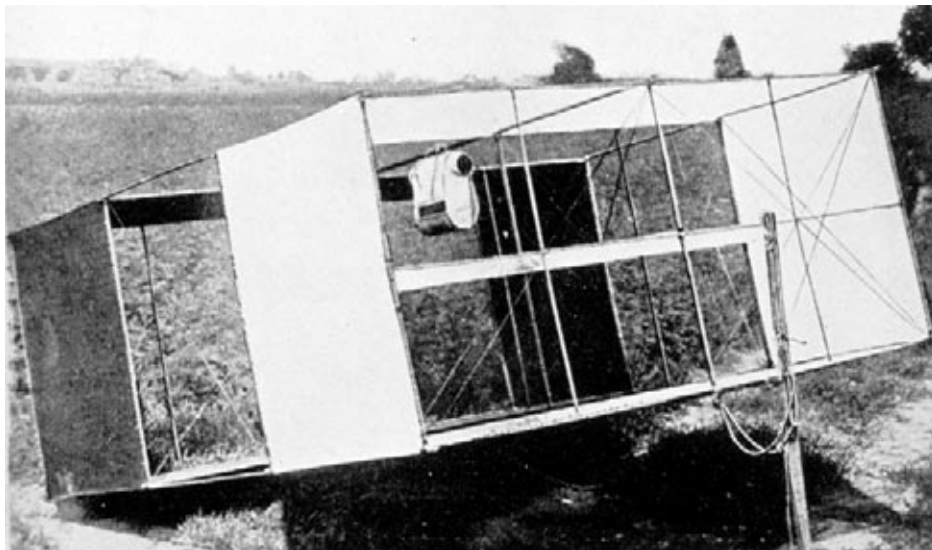
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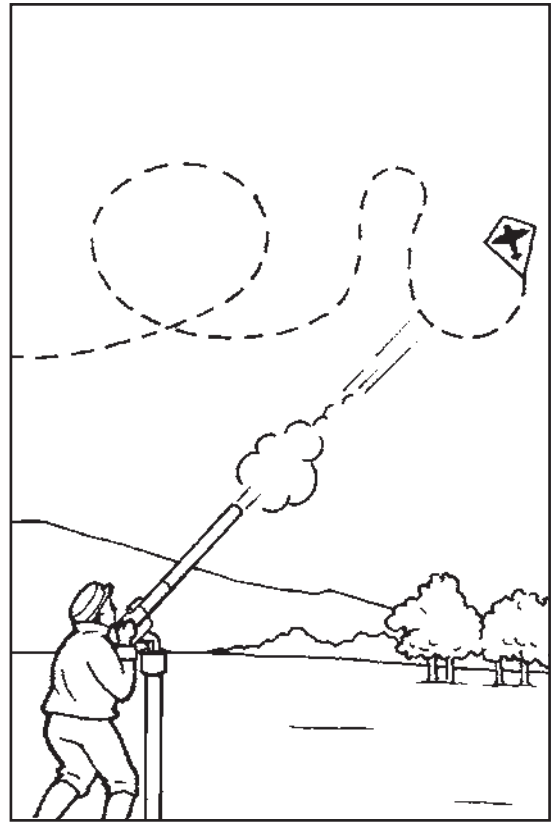
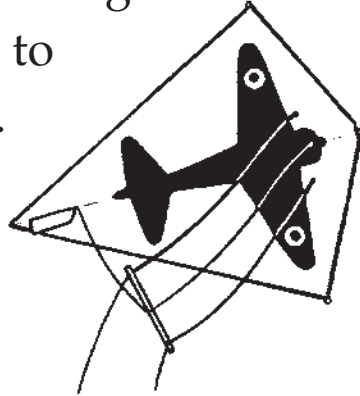
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Years ago, some armies used kites with cameras to spy on enemy troops. Kites were also used as flying targets. The kites trained soldiers to aim better. Soldiers shot at the kites. The moving kites were hard to hit with bullets.



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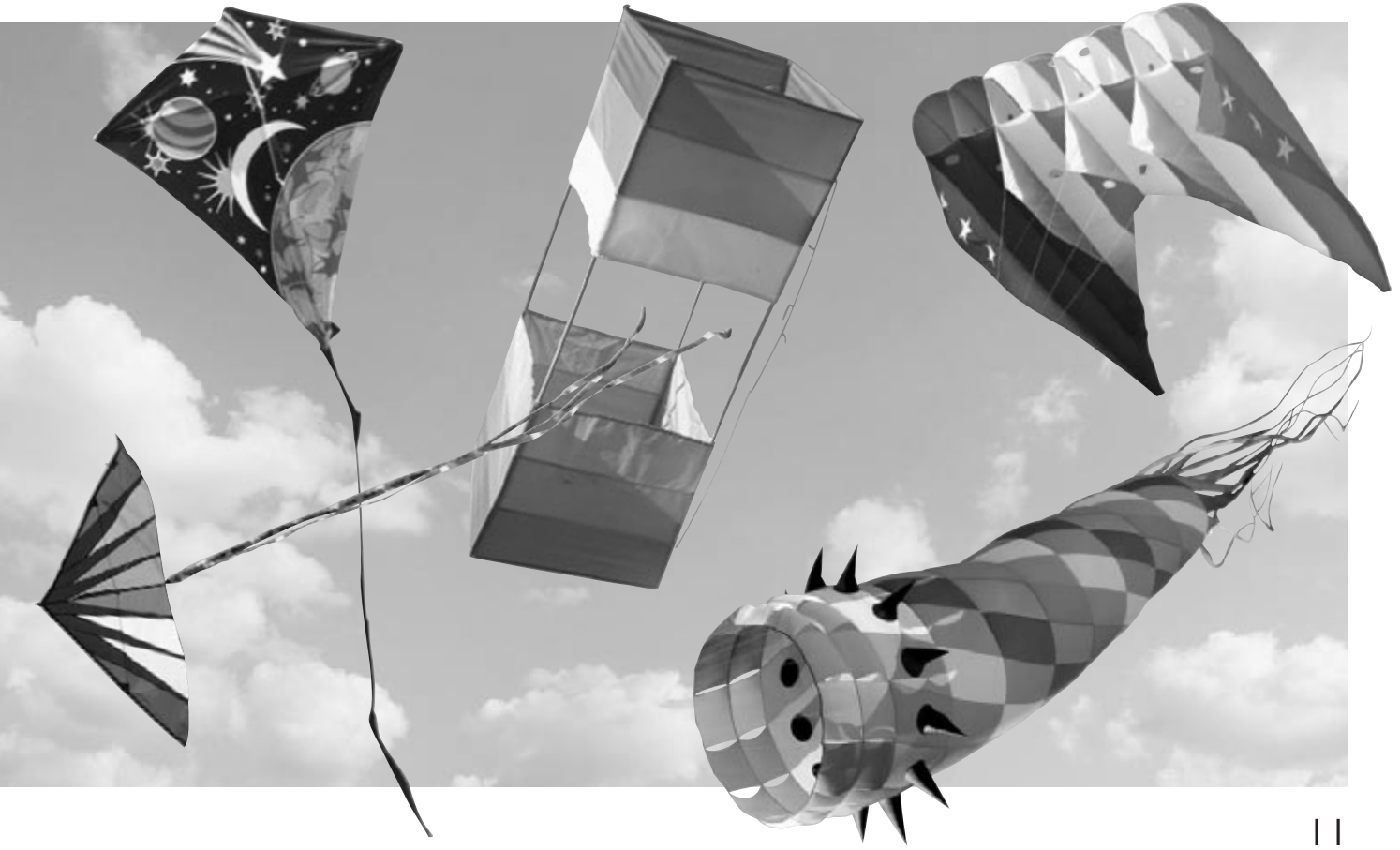
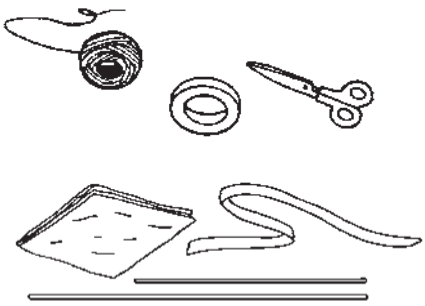
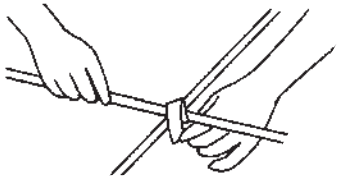
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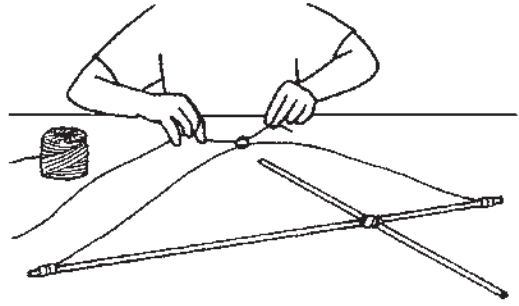
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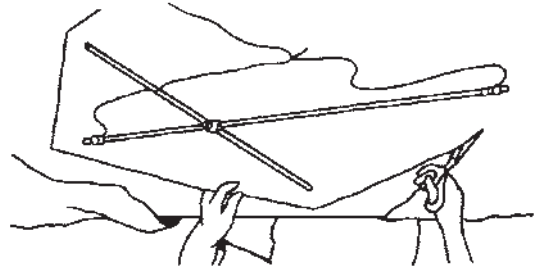
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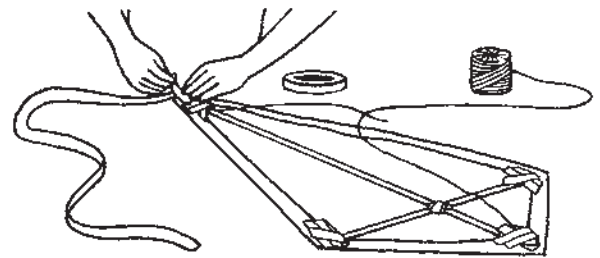
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13

14



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Fold the corners of the diamond over the ends of the sticks. Tape the corners tightly to the sticks.

Step 4:

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- Remember to choose an open, safe place to fly your kite.
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- Keep it away from trees, roads, and airports.
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On a breezy day, take your kite to a flat, open area. Be sure that there are no power lines or big trees. Look at the ground around you. Is there anything you could trip over? Hold your kite up by the bridle and run into the wind. Let go of the kite and slowly let out some string. Then let out a little more, until your kite is high in the sky.

Happy flying!

15

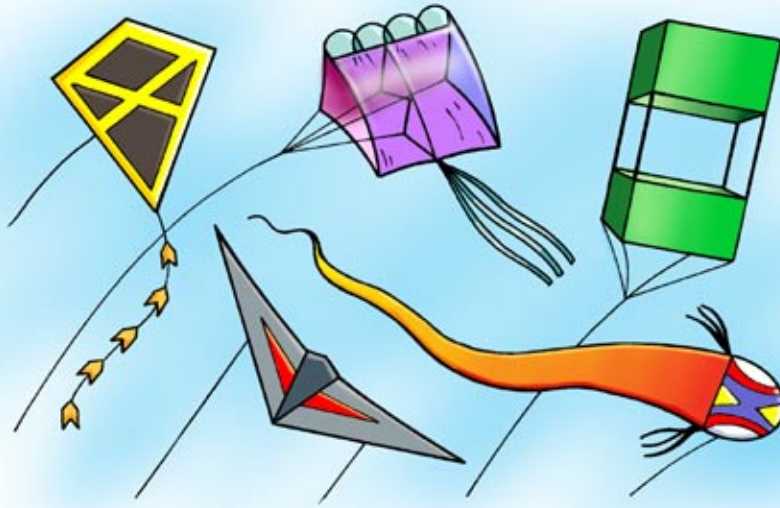
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parafoil (n.)	a lightweight sail, like a small parachute (p. 10)
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Glossary

LEVELED READER • K

All About Kites



Written by Elizabeth Austin • Illustrated by Maria Voris

**Multi
level
K N R**

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All About Kites

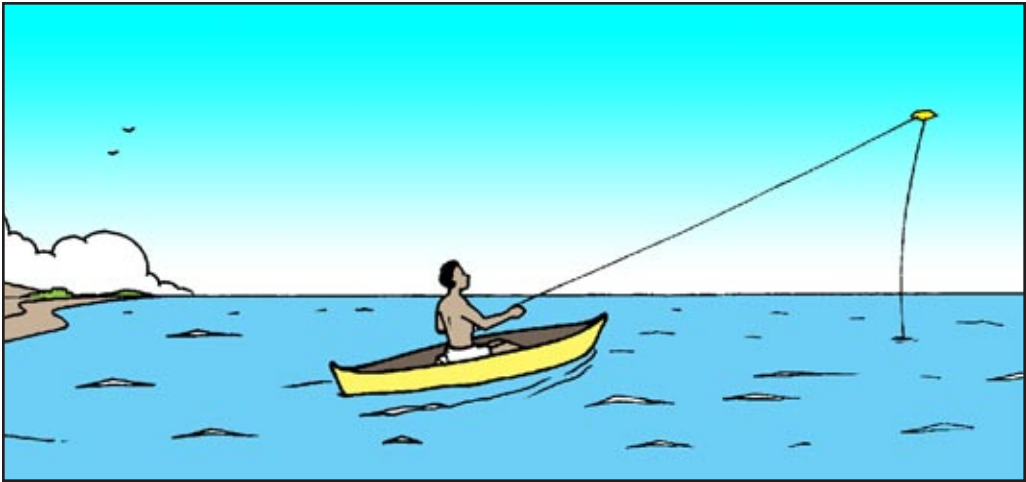
A Reading A-Z Level K Leveled Reader • Word Count: 636




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All About Kites



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18	DRA
17	Reading Recovery
J	Fountas & Pinnell

LEVEL K
Correlation

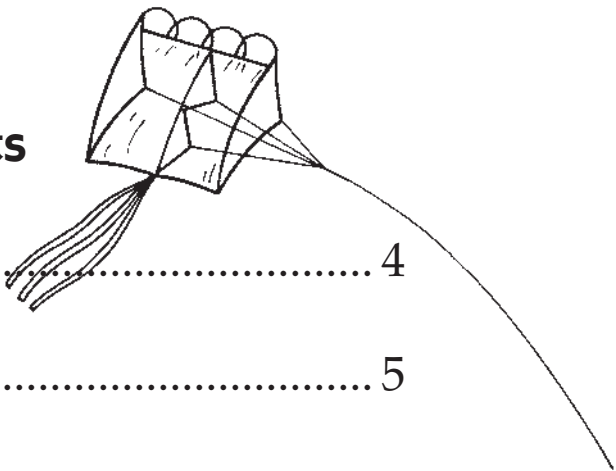
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Written by Elizabeth Austin
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Level K leveled Reader
All About Kites

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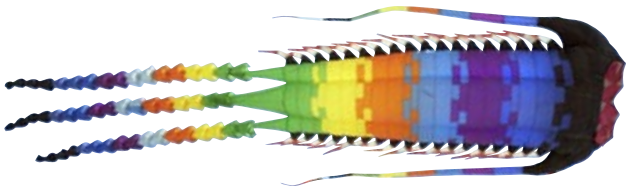
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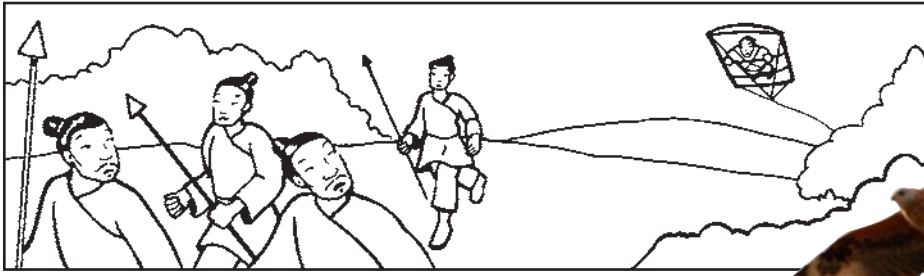
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A kite is one of the oldest toys. And it's very simple to make. Kites come in many sizes, shapes, and colors. Did you know that kites can be both toys and tools?

Introduction





History of Kites

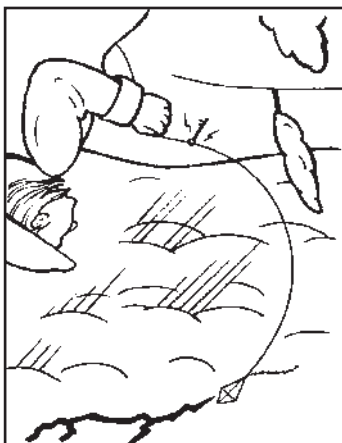


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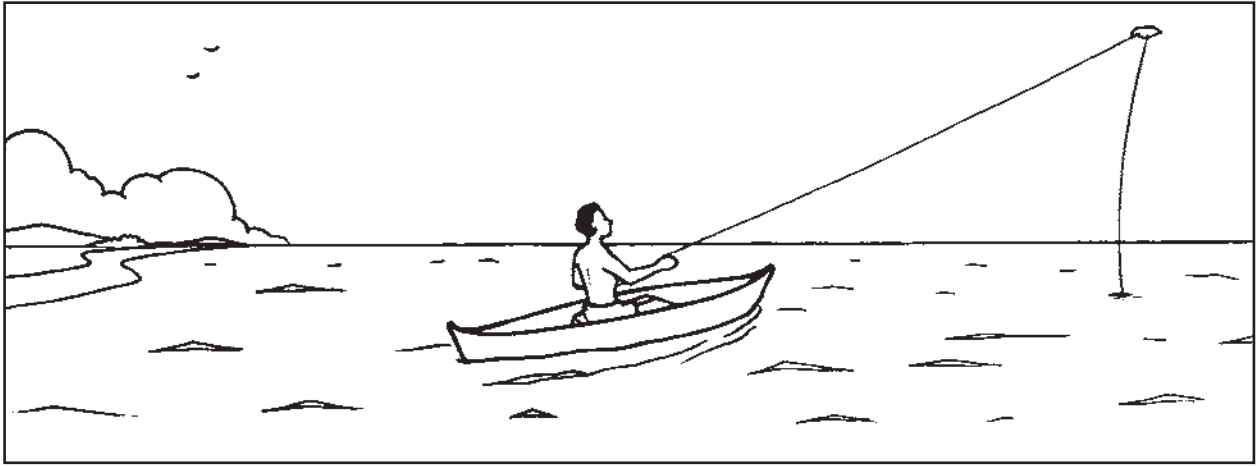
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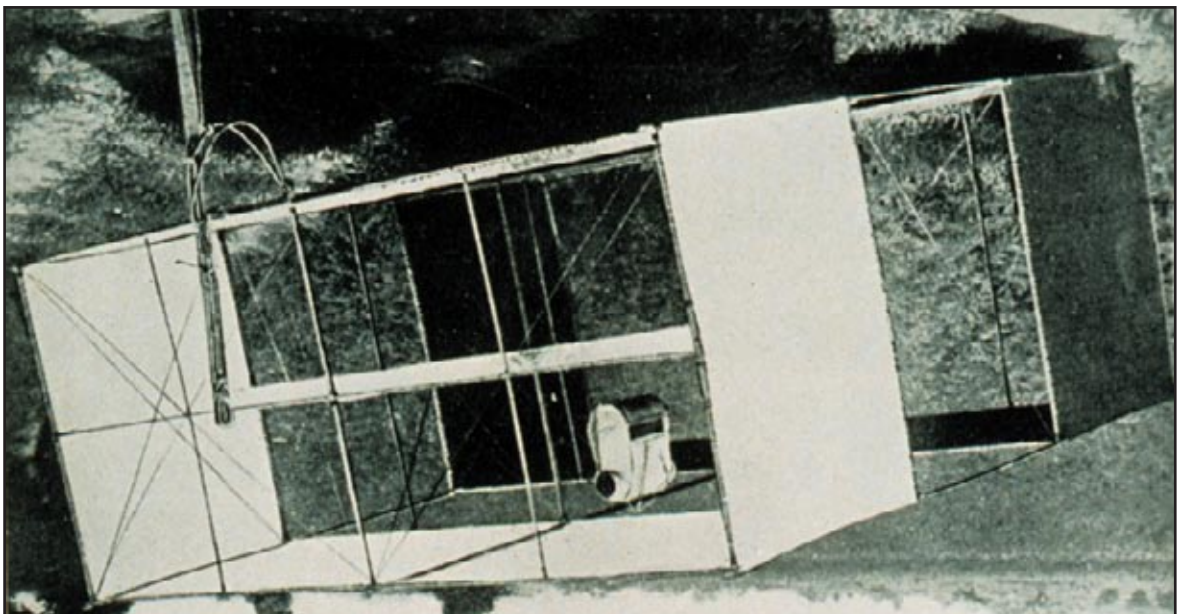
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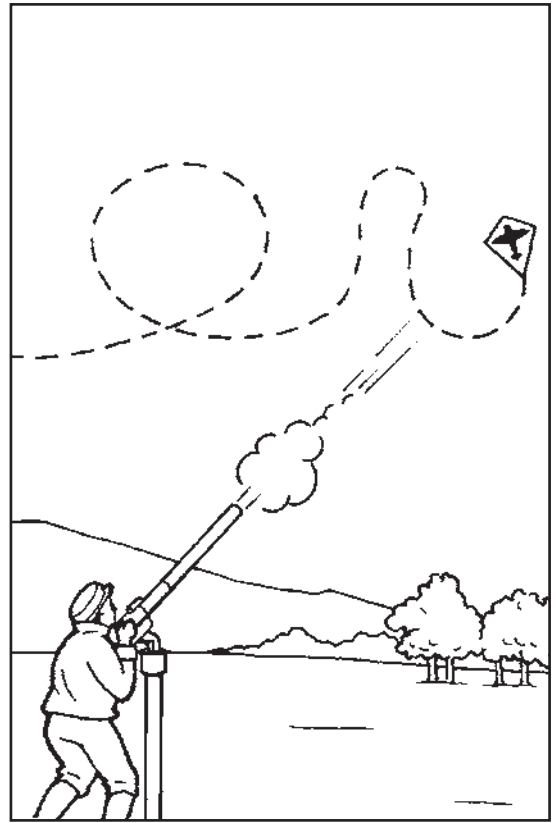
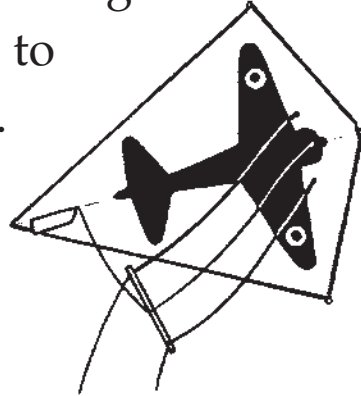
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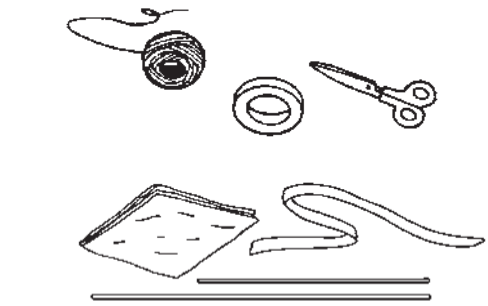
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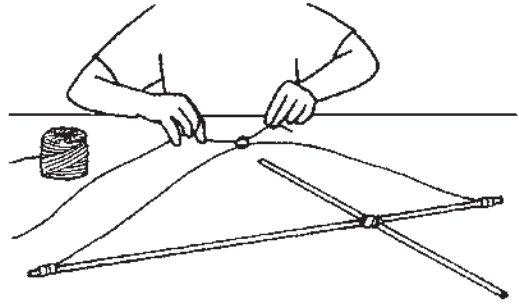


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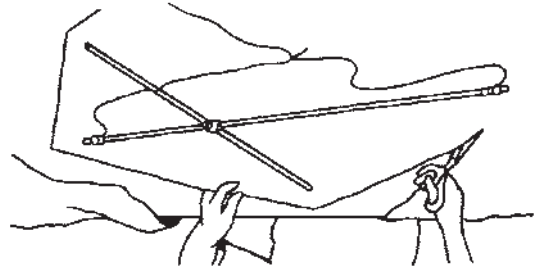
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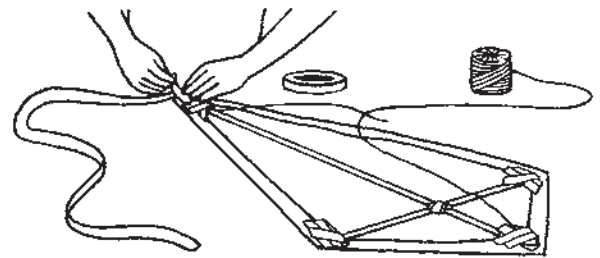
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Glossary

Name _____

INSTRUCTIONS: In the first column, write what you already know about the topic. In the second column, write what you would like to know. After you finish reading, fill in the third column with what you learned.

<i>What I learned</i>	
<i>What I want to know</i>	
<i>What I know</i>	

Name _____

INSTRUCTIONS: Read each sentence. Underline the verb. If it is a past-tense verb, put a check mark on the line.

Past tense

Present tense

_____ 1. I planted flowers with my mom yesterday.

_____ 2. My teacher rides her bike to school.

_____ 3. I go to the park every Saturday.

_____ 4. The artist showed us his drawing.

_____ 5. You finished this worksheet!

Name _____

INSTRUCTIONS: Write the words from the word bank in alphabetical order.

Word Bank

fly
tumble

tree
stick

fun
finish

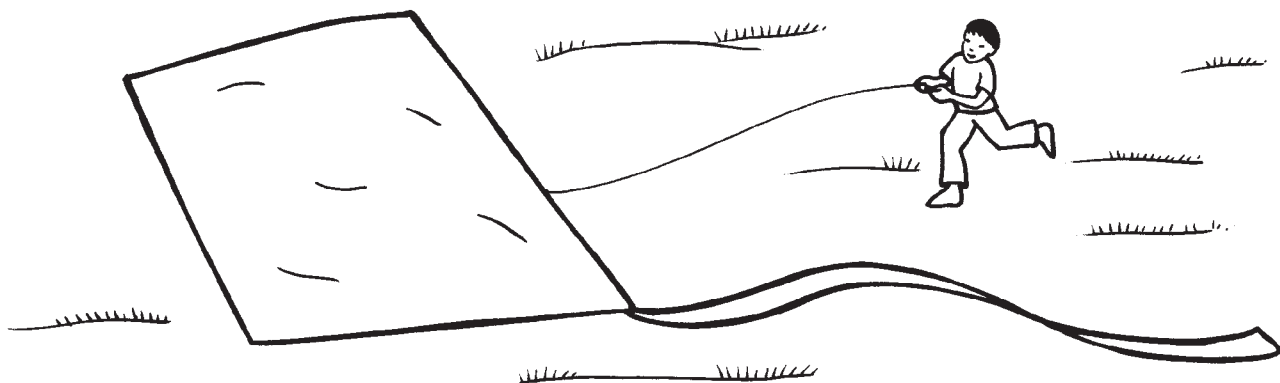
soar
imagine

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____



LEVELED READER • K

Anna and the Magic Coat



Written by Ruth Siburt • Illustrated by Joel Snyder

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Anna and the Magic Coat

A Reading A-Z Level K Leveled Reader • Word Count: 468



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Anna and the Magic Coat



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18	DRA
17	Reading Recovery
J	Fountas & Pinnell

LEVEL K
Correlation

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Level K leveled Reader
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Illustrated by Joel Snyder
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1630 E. River Road #121
Tucson, AZ 85718
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Anna looked out her grandmother's window as dark clouds piled up in the sky. "I hope it doesn't rain, Oma," Anna said.

"Remember what Opa told you," Oma said. "A little rain makes all things better."

"Not school picnics," said Anna.

3

"True," Oma nodded, "rain and picnics are not so good." Anna looked at the box of cupcakes with pink icing. Oma and Anna had worked hard on them. "Rain is not good for cupcakes, either," said Anna.

4



Oma tapped her chin.
“I wonder if you could . . .”
she murmured.

“What?” asked Anna.

“No,” Oma said, “you are
too young . . .”

“Tell me!”

“I was thinking,” said Oma,
“about Opa’s magic coat.”



5

Quick as lightning, Anna ran to get the coat.

Oma said.

“It’s the long coat, gray as a cloud, that hangs by the door,”

“Magic coat?” asked Anna.



6



"A sailor gave it to Opa long ago," said Oma. "Whoever wears it can choose the weather."

Anna put on the coat. "Oof, magic coats are heavy," she said.

7

She took her cupcakes, ran outside, and shouted at the rain clouds, "Be gone!"

At once, a wind played at Anna's feet. It lifted the bottom of Opa's coat and spun up into the sky. The wind sliced through the clouds, and the sky turned blue.

"It works!" sang Anna.

"Wait!" called Oma, but Anna was too far away to hear.

8





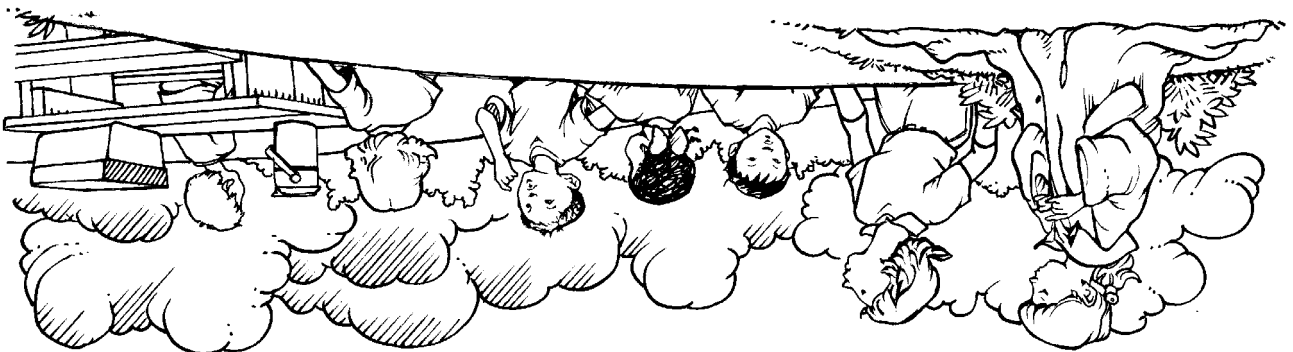
Anna set her cupcakes
on the picnic table.

“Tag—you’re it!” said Jayda.

Anna tried to run after
Jayda, but Opa’s coat
wrapped around her feet.

“You could run better
without your coat,”
Ms. Storm said.

Anna peeked at the blue sky. She undid the top button
of Opa’s coat, and a breeze tickled her cheek. She undid
the second button, and the breeze blew stronger.
She undid the third, and a black cloud went over the sun.
“Oh well, I don’t like tag anyway,” said Anna. She buttoned
up the coat, and the sun came back.





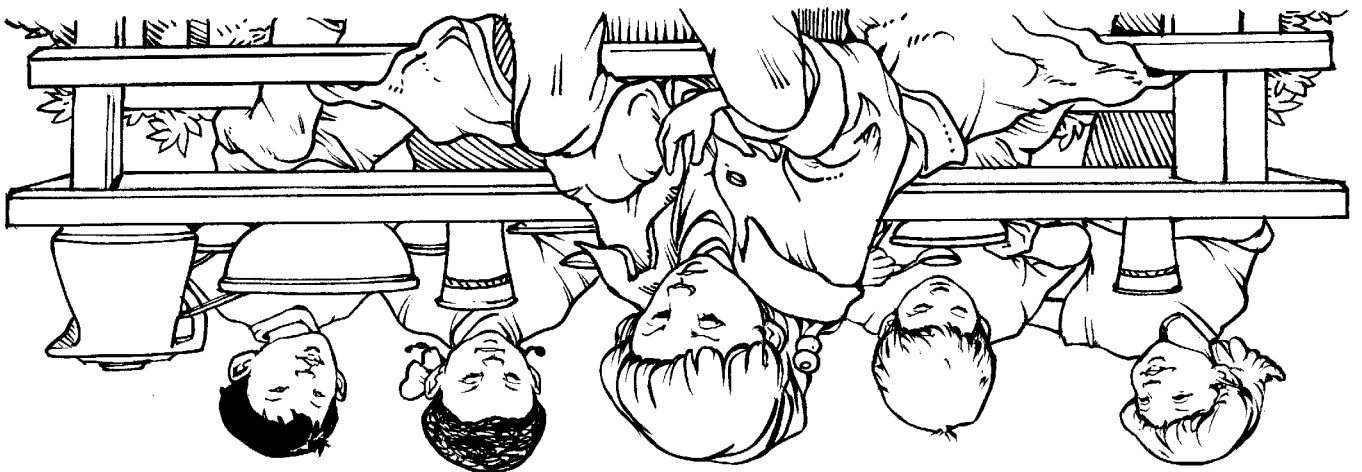
“Hide-and-seek!” shouted the children. “Ms. Storm is it!”

Anna hid behind a tree. But Opa’s magic coat stuck out, and Ms. Storm found her right away.

11

At last, it was time to eat. But Anna was so hot in the magic coat that her tummy hurt. She couldn’t eat one bite. “Darn this magic coat!” Anna said. “What fun is a picnic with no games or food?”

12





Anna undid the buttons of Opa's coat and took it off.
The wind swirled around her feet and up into the sky.
Black clouds piled up, and fat raindrops fell.

"Everyone run into the gym!" shouted Ms. Storm.
The children grabbed their plates and ran inside.

13

Anna hung Opa's magic coat on a hook.
"Who wants to play Red Rover?" Jayda asked.
"I do!" said Anna, and she ran, quick as lightning, to play.

14



Name _____

INSTRUCTIONS: Describe how Anna feels at different times in the story. Write the clues from the story that let you know how she feels.

	Describe how Anna feels	How do you know this?
At the beginning		
		
After p. 8		
		
After p. 12		
		
At the end of the story		
		

Name _____

INSTRUCTIONS: Read each clue and fill in the blank with the *r*-controlled vowel word from the word box below that makes sense.

1. This comes between second and fourth. _____
2. Many animals have this. _____
3. This animal is a kind of pig. _____
4. You can play here. _____
5. To be polite, you should wait for this. _____
6. You can eat this with butter and salt. _____
7. This is the opposite of less. _____
8. This describes a group of deer. _____
9. Cats do this. _____
10. Girls often wear this. _____
11. You can throw this at a board to get points. _____
12. You do this when you place things into groups. _____

dart	more	herd	turn
park	third	corn	boar
sort	skirt	purr	fur

Name _____

INSTRUCTIONS: Use the picture at the bottom to come up with adjectives to fill in the blanks in the sentences.

1. Dark, dark clouds pile up in the sky.
2. Oma's hair is _____.
3. Anna looks _____.
4. Her _____ cupcakes have _____ icing.
5. Oma's chair looks _____ and _____.
6. Anna's face is _____.
7. There is a _____ house outside.
8. Anna's clothes are _____.



Name _____

INSTRUCTIONS: Follow the instructions for each section below.

Use your imagination and create similes using the ideas below.

1. I feel as _____
as a _____.

2. I try to be as _____
as a _____.

3. The cat is as _____
as a _____.

4. My friend is as _____
as a _____.

Use your imagination and create similes using the ideas below.

1. The sun _____.

2. The wind _____.

3. The leaves on the tree _____
_____.

4. The old car _____.

Playing It Safe

A Reading A-Z Level K Leveled Reader

Word Count: 399

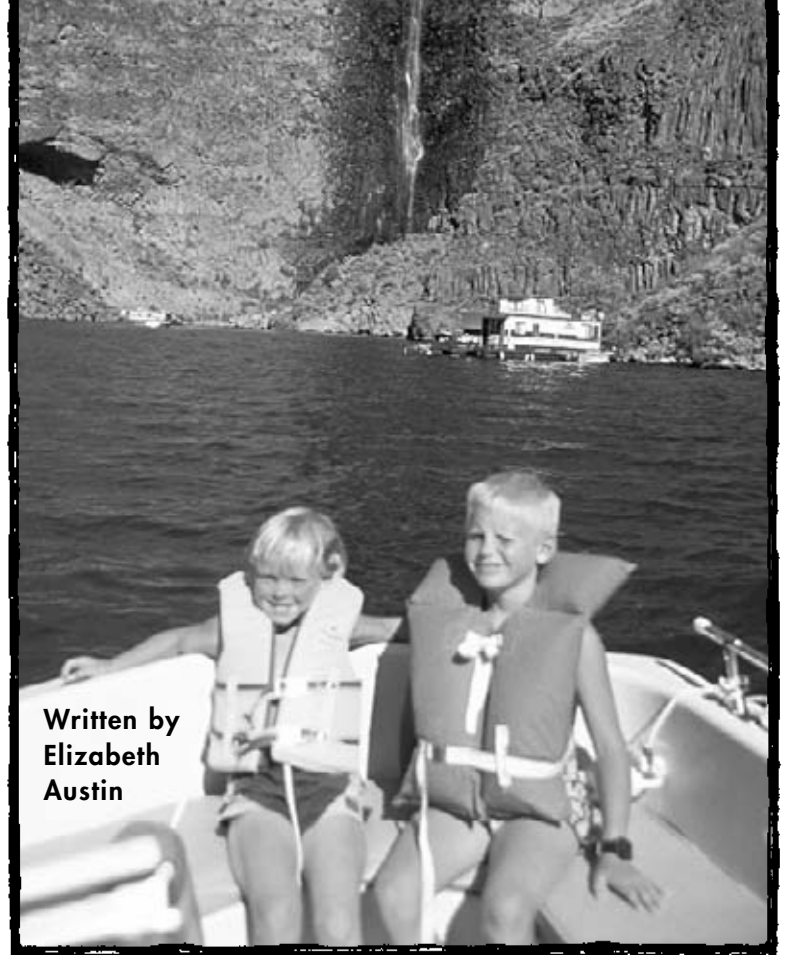


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Playing It Safe



Written by
Elizabeth
Austin

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Level K Leveled Reader
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It's common to get hurt while playing.

Introduction

You are going along on your scooter. You like this path because it goes downhill. You go faster and faster. Suddenly, you fall on your knees and wrists. Ouch!

Playing can be lots of fun. You like going fast, climbing high, and swimming far. But playing can also be dangerous. You could get badly hurt. It is always important to play safely.



The right equipment can keep you safe.



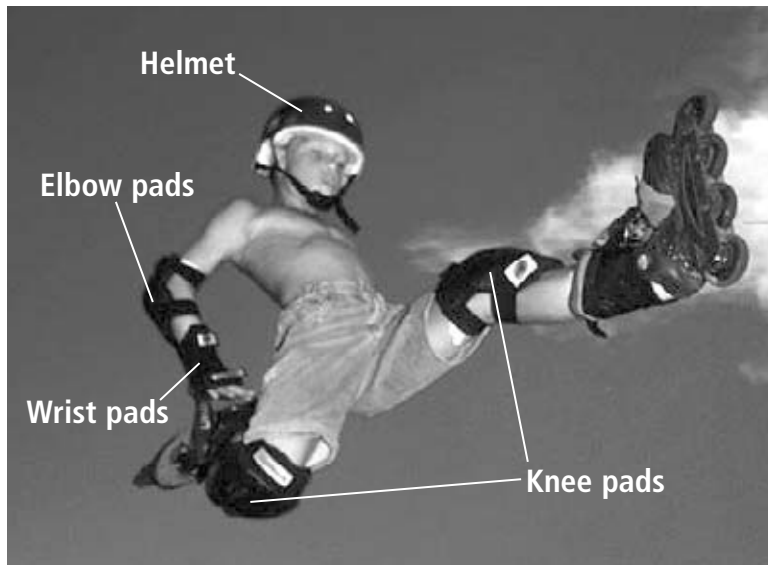
Speed is fun—and dangerous.

On Wheels

The best thing about wheels is going fast. But that is also the worst thing! Going fast can be dangerous. You need to protect your body when you are on wheels.

Your brain controls everything in your body. It is very important to protect your brain. Wearing a helmet will protect your brain from getting hurt.

When you fall, you put out your hands to catch yourself. You land on your wrists, knees, and elbows. Wrist, knee, and elbow pads can protect you from broken bones.



Proper safety equipment



Ride with an adult if you are near cars.

Riding near cars is very dangerous. Cars are big and fast, and the drivers cannot always see you. Ride your wheels on paths or the sidewalk. If you have to ride in the street, go with an adult.

Rules for Wheels

1. Wear a helmet. The helmet should rest flat on your head. The straps should fit snugly.
2. Wear wrist, knee, and elbow pads.
3. Wear reflective clothing or tape.
4. Ride far over on the right side of the road.
5. Stop for stop signs, yield signs, and red lights.
6. Make sure there are no cars before you cross the street or turn.
7. If you have to cross the street, always look left, right, and left again.



Look for equipment in good shape that is on soft ground.

At the Playground

Playgrounds are great for climbing, swinging, and spinning. But lots of kids get hurt on playgrounds. Most kids get hurt by falling. Soft ground, such as wood chips or rubber, can help you land safely. Some kids cut themselves on broken toys. Keep away from broken or rusty playground toys.

Rules for the Playground

1. Don't push, shove, or crowd others.
2. Walk; don't run.
3. Walk five big steps away from moving toys such as swings or merry-go-rounds.
4. Don't play on broken or rusty toys.
5. Play at playgrounds with soft ground underneath the toys.



It's especially important to be safe in crowded playgrounds.



Wear a life jacket!

In the Water

Lots of people love swimming, boating, and water sports. But every year, many people get hurt in the water. Always swim with a buddy and with an adult watching. There should be a lifeguard on duty at community swimming areas. If you swim alone, you could get hurt and someone might not see you in time.

Always follow signs and rules.
Swimming in dirty water can make you sick. If you swim where there are strong waves and currents, you could be swept away. If you dive outside diving areas, you could hit your head and injure your brain.

Boats, jet skis, and water skis usually go on lakes, rivers, and the ocean. This kind of water can have currents and waves. It might be very cold. A life jacket keeps your head above water so you do not drown.



Wearing life jackets and following signs can save your life.

Rules for Water

1. Always swim with a buddy.
2. Make sure an adult is watching you.
3. Always follow safety signs:
Don't swim if a sign says
"No Swimming."
Only dive in diving areas.
Watch for signs about waves
and currents.
4. Wear a life jacket on boats and
when playing water sports.
5. Get out of the water right away if
you hear thunder or see lightning.



Police officers can teach you about safety rules.

Conclusion

Playing safely can keep you from getting hurt. It can even save your life. Make sure you and your friends always play safely.

Index

cars, 8, 9

elbow pads, 7

helmet, 7

life jacket, 12, 13, 14

playground toys, 10, 11

signs, 9, 13, 14

swimming, 5, 12, 13, 14



Name _____

INSTRUCTIONS: After reading the book, circle the box from the top row that tells the author's purpose. Then circle each sentence below the line that gives you a clue about the author's purpose.

The author's purpose is to

teach or tell me
about staying safe
while playing.

entertain me with
stories about girls
and boys playing.

convince me to play
certain games.

Always swim with a
buddy and with an
adult watching.

You need to protect
your body when you
are on wheels.

The best thing about
wheels is going fast.

Lots of people love
swimming, boating,
and water sports.

Wrist, knee, and
elbow pads can
protect you from
broken bones.

Playgrounds are
great for climbing,
spinning, and
swinging.

Wearing a helmet
will protect your
brain from getting
hurt.

A life jacket keeps
your head above
water so you do not
drown.

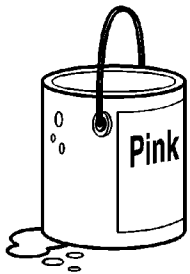
Boats, jet skis, and
water skis usually go
on lakes, rivers,
and oceans.

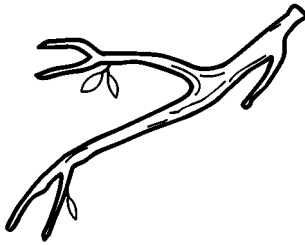
Name _____

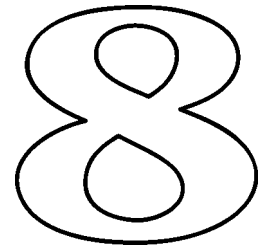
Reading a-z

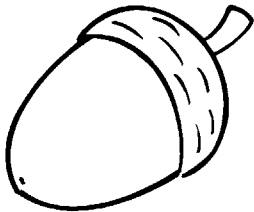
INSTRUCTIONS: Read the words in the box. Then look at the pictures. In the blank below each picture, write the word from the box that names that picture.

paint	ate	peach	skate	sneak	train
gift	snail	tray	eight	break	braid
stick	case	acorn	treat	gate	play

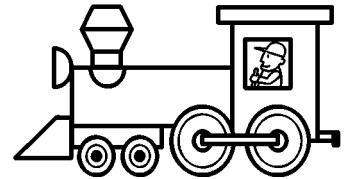


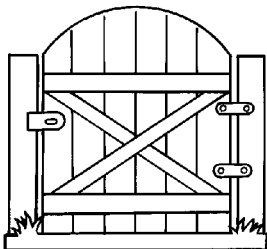


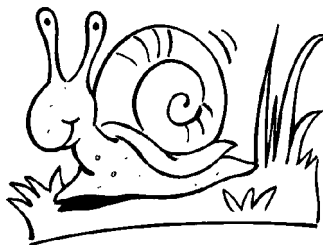


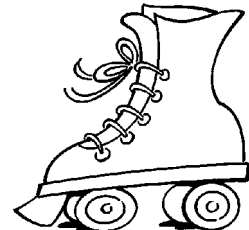






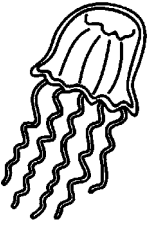






Name _____

INSTRUCTIONS: Read each compound word. Write the two words that form each compound word.



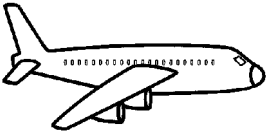
1. jellyfish

_____	_____
-----	-----
_____	_____



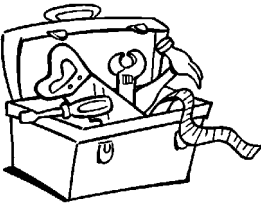
2. newspaper

_____	_____
-----	-----
_____	_____



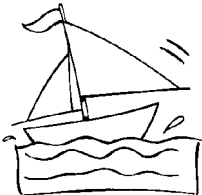
3. airplane

_____	_____
-----	-----
_____	_____



4. toolbox

_____	_____
-----	-----
_____	_____



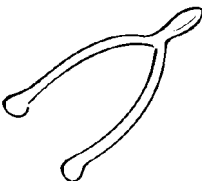
5. sailboat

_____	_____
-----	-----
_____	_____



6. snowman

_____	_____
-----	-----
_____	_____



7. wishbone

_____	_____
-----	-----
_____	_____

The Squire's Bride

A Reading A-Z Level K Leveled Reader

Word Count: 400

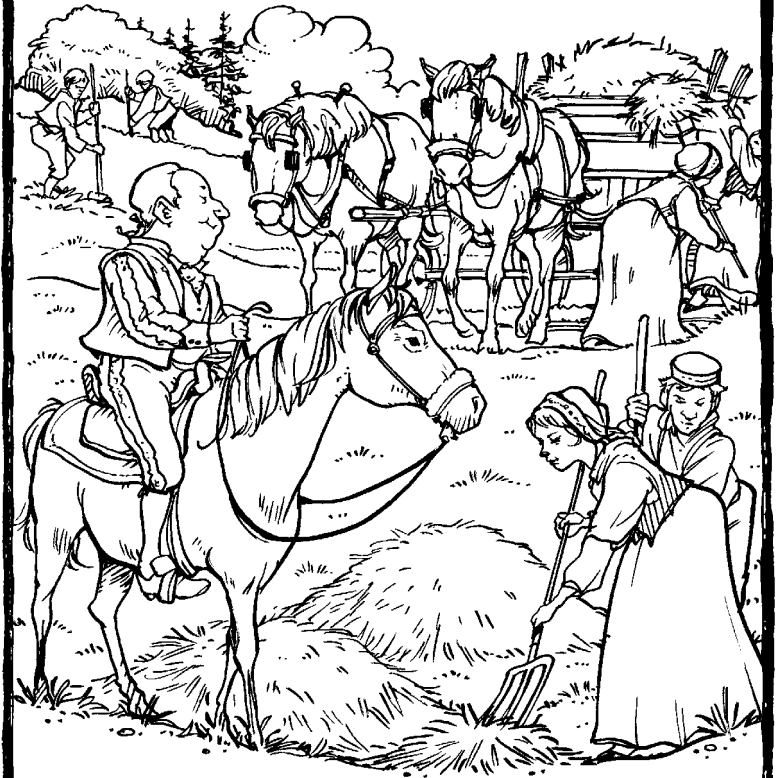



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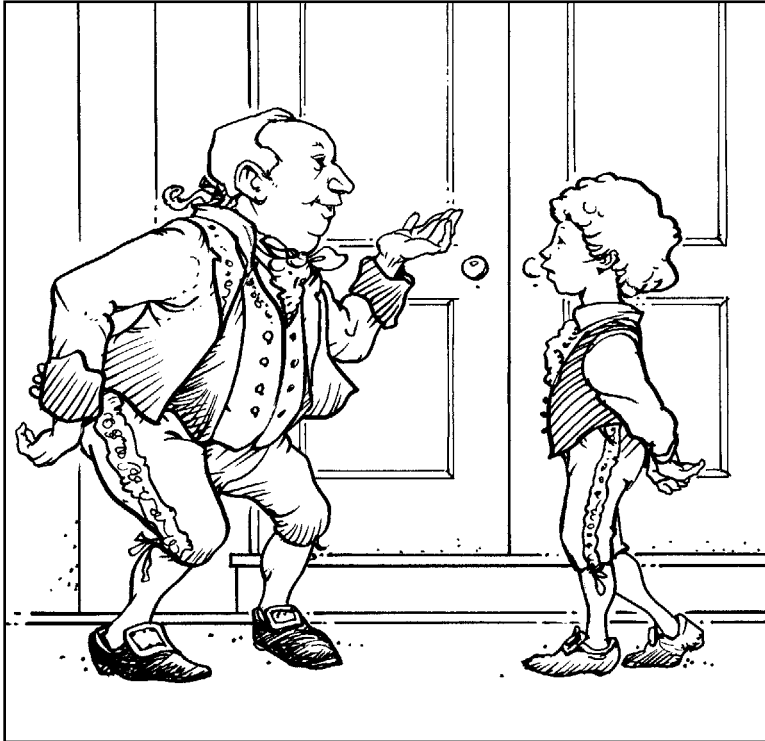
The Squire's Bride



A Norwegian Folktale Retold by Vera Ogden Bakker
Illustrated by Joel Snyder

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The Squire's Bride



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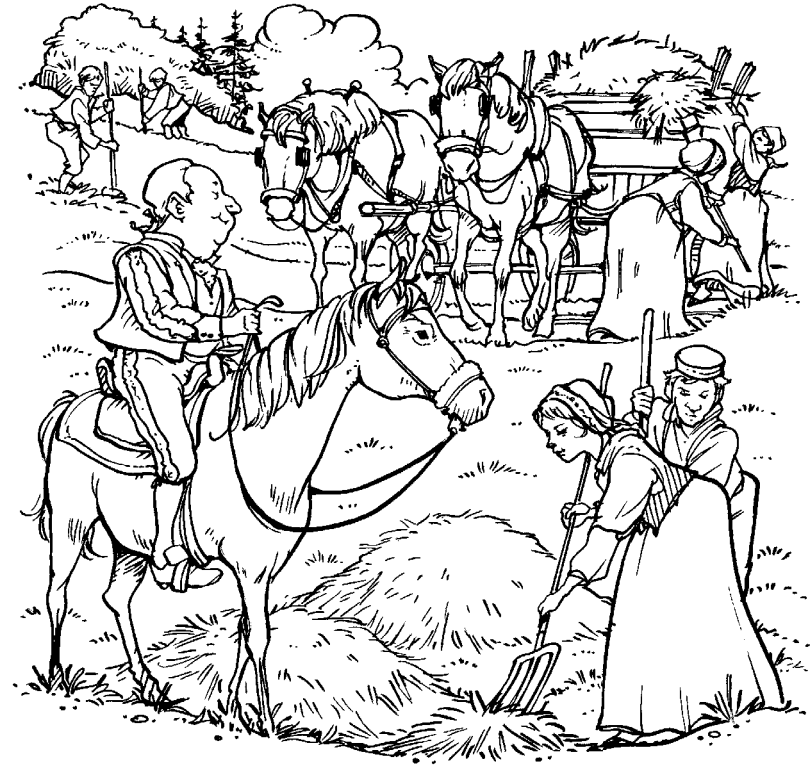
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Correlation

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Feeling Lonely

Long ago and far away, a rich **squire** rode out to look over his land. He watched his field workers **harvesting** hay.

The squire smiled, for he would soon be able to sell the hay for gold.

A red leaf landed on the squire's nose. Then, more and more leaves floated on the air. He frowned, remembering how long and lonely winter was.



The squire spotted a lovely girl in the field. *I shall make her my wife*, he thought.

"Will you marry me?" he asked. "You will have a big house and wear beautiful clothes," he said, but the girl refused his offer.





A Promise Made

The squire was angry. He promised to pay her father's **debt** if the father could get his daughter to marry the squire.

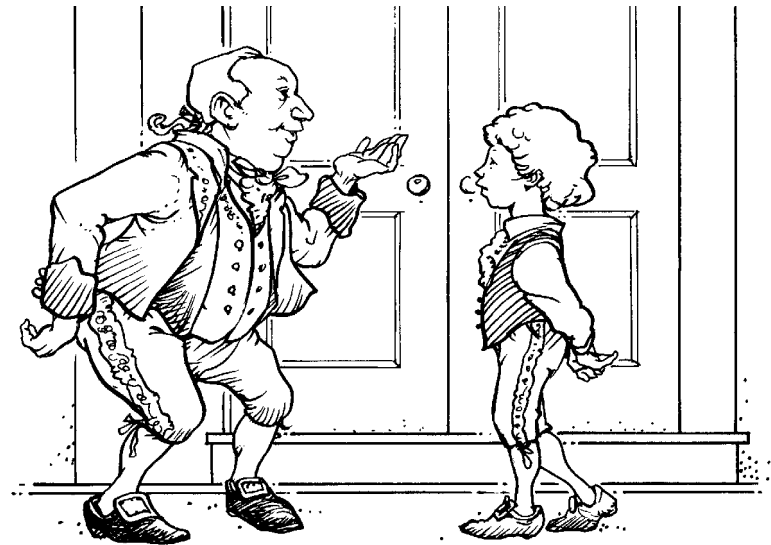
"Arrange the wedding," said her father, "and when you are ready, send for my daughter."

The squire's cooks spent days making a feast, and the maids cleaned his big house to a shine.

He invited all the neighbors and hired the **parson**.

When everything was ready, he sent a boy to the girl's father.

"Tell him to send what he promised," the squire ordered, "and be quick."





A Promise Fulfilled

The boy hurried to the farmer's house. "My master said to send what you promised, and hurry."

"Yes, yes," said the man, "she's in the field. Take her with you."



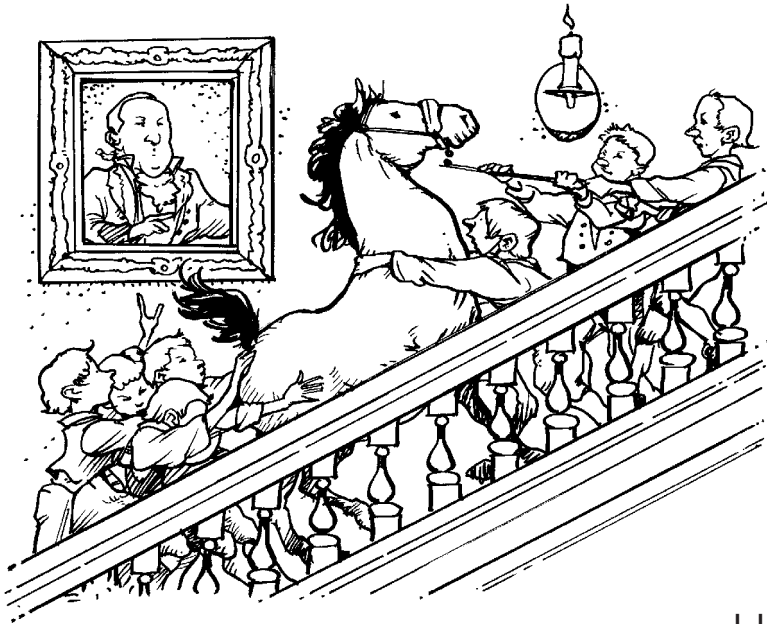
The boy found the girl raking hay. He said, "I'm here to fetch what your father promised my master."

"Oh, yes," she said, with a smile, "He means the little **bay mare**. She's at the edge of the field."

The boy jumped on the mare's back and rode fast to the squire's home. "She's outside by the door," he told the squire.

"Take her upstairs to her room," the squire said.

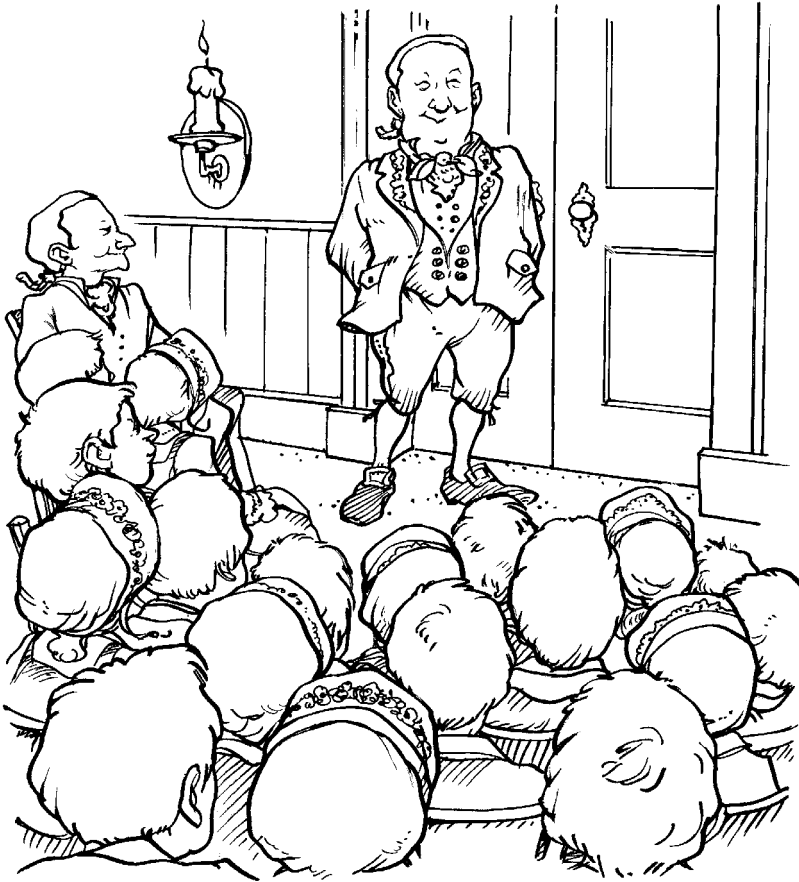
The lad shook his head, but he knew better than to argue with the squire. He got seven men to push and pull the mare up the stairs.



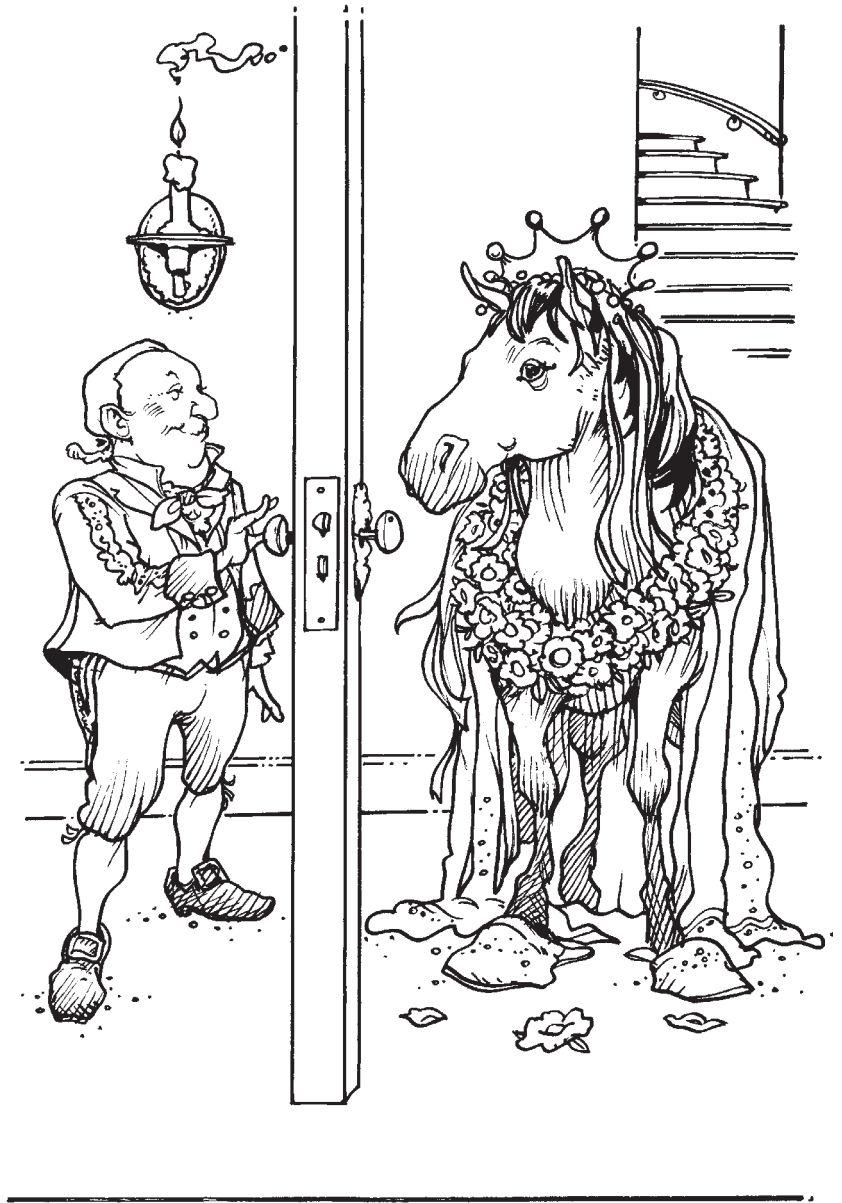
The Big Event

When the women came to dress the bride, they stretched and tugged on the gown. They put flowers around her neck and a crown on her head. They pulled satin slippers on her front hooves.

The music began to play. The guests turned to watch the door where the squire waited for his bride. There was a great **clatter** on the stairs, for the bride had only two satin slippers.



The door opened.





The squire never went **courting** again.

Glossary

bay	a reddish-brown horse with black legs (p. 10)
clatter	a rattling noise (p. 13)
courting	looking for a mate (p. 15)
debt	money owed to someone else (p. 7)
harvesting	cutting or picking a crop (p. 4)
mare	a female horse (p. 10)
parson	a minister or preacher (p. 8)
squire	the richest landowner in a village; a low-ranking nobleman (p. 4)

Name _____

INSTRUCTIONS: Fill in your ideas about the story elements. Use the book to help you.

Setting	Characters
Words to Describe the Squire	
Story Events (Plot)	
Lesson To Be Learned (Moral)	

Name _____

INSTRUCTIONS: Write the answers to the clues. Then use the letters to fill in the letters in the puzzle.

			e				m												
5	14	8	29		2	27	13	35	1		20	5	19		9	7	11	4	28

A female horse

m	a	r	e
13	12	22	29

The richest landowner in
the village

1	18	24	11	7	14

Money owed to
someone else

4	28	9	20

A minister

30	21	34	31	27	3

Cutting or picking a crop

5	36	15	37	35	26	23	6	17	32

A rattling noise

2	25	16	10	33	19	8

Lance and His Bicycle

A Reading A-Z Level K Leveled Reader

Word Count: 305



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Lance and His Bicycle



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Lance and His Bicycle



Written by Cheryl Ryan

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Lance on Team Subaru

Meet Lance

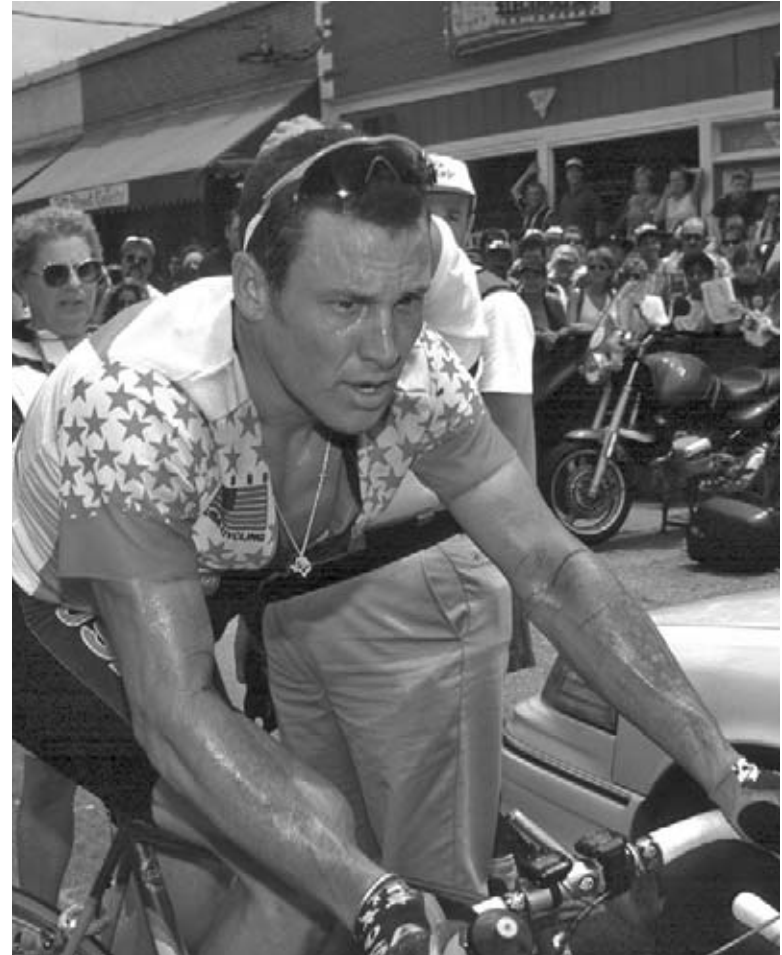
Lance Armstrong loves to ride his bike. And he loves to race.

Lance grew up in Texas. He won his first race at age 13. Some people think Lance is the best bike rider who has ever lived.

At first, Lance lost most of his bike races. But he worked hard to get better and better. He began to win races and was on his way to becoming a **champion cyclist**.



Lance wins part of the Tour du Pont bike race in 1993.



Lance rides at the 1996 Olympics the summer before he gets sick.

Lance's Challenge

Then something terrible happened to Lance. In 1996, he got very sick with **cancer**.

The cancer spread through Lance's body, and it looked like he might not live. Lance would not give up. With the help of his doctors and medicine, he slowly got better.



To help others, Lance talks about when he was sick.



Many people would have given up cycling after being so sick, but not Lance. Lance trained hard to become strong again. Soon, Lance was back to winning races.



Lance wins his first race after he gets better.



The Tour de France finishes in Paris.

Tour de France

In 1999, Lance won the Tour de France, a world-famous bike race. Cyclists from all over the world **compete** in the race.



Tour de France riders race through the French countryside.

The Tour de France is a very difficult race that goes on for three weeks.

It goes all around France, through the countryside and the cities, and even over very tall mountains.

Tour de France 2004



Riding up steep mountains is the hardest part of the race. All of Lance's training pays off in the mountains. He is one of the best cyclists in the world when it comes to riding through the mountains.



Lance races with his team.



Lance races in his sixth Tour de France.

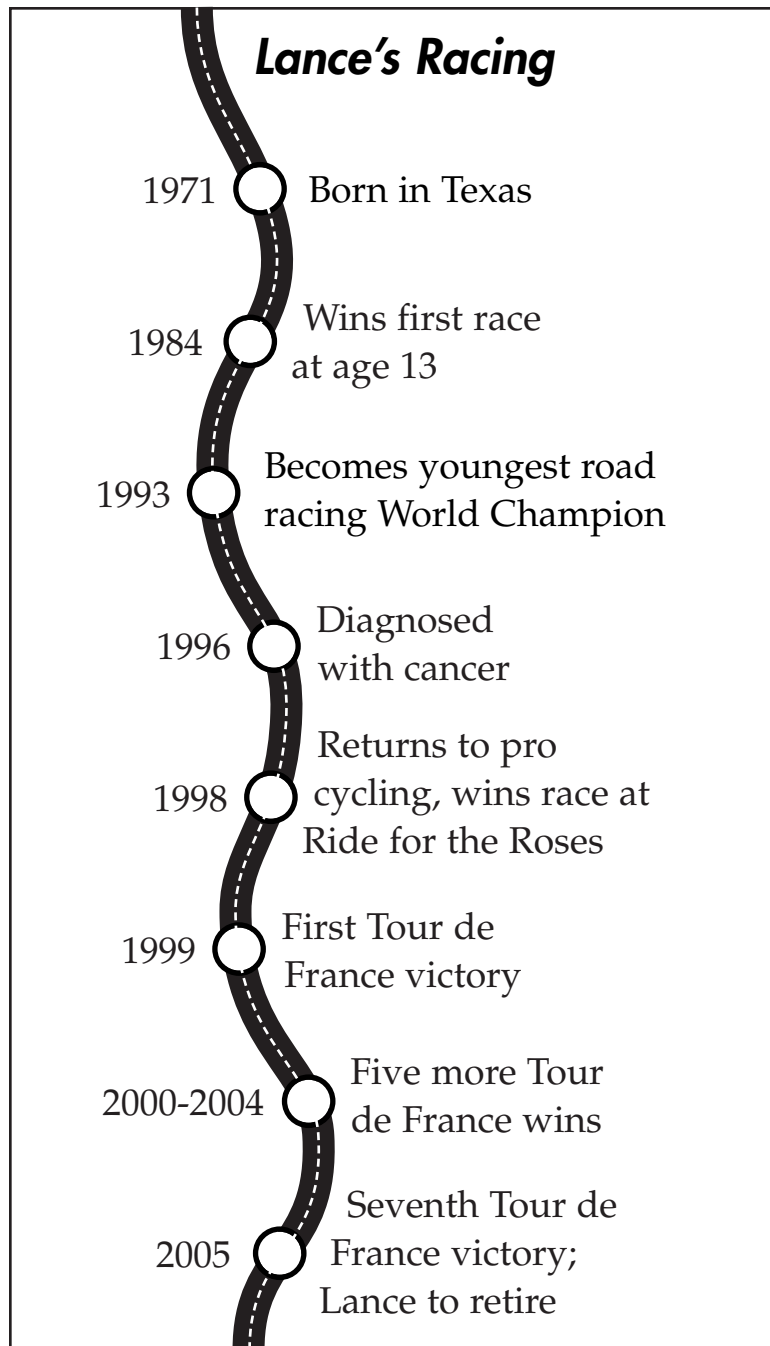
Winning the Tour de France once was not enough for Lance. He won the race again the next year, and kept on winning year after year.



Lance the Champion

Lance Armstrong celebrates his seventh Tour de France victory with his children, Luke, Grace, and Isabelle.

Lance has won more Tour de France races than anyone else. He won seven in a row. He has shown that he could beat the odds through hard work. By not giving up, Lance Armstrong has become the greatest cyclist of all time.



Glossary

cancer	a disease that causes body cells to grow out of control (p. 6)
champion	person who wins over all others (p. 5)
compete	to race against others to win a contest (p. 9)
cyclist	a bicycle rider (p. 5)

Index

cancer, 6, 7, 15

first race, 4, 15

mountains, 10, 12

Tour de France, 9–15

Name _____

INSTRUCTIONS: Before reading *Lance and His Bicycle*, talk about the words with a partner and then fill in the boxes with notes and ideas about the words.

Word	What Word Might Mean	What Word Makes Me Think Of	How Word Might Be Connected to Other Words in the List
Lance Armstrong			
professional			
compete			
champion			
cyclist			
Tour de France			

Name _____

INSTRUCTIONS: Read the sentences about Lance's life. Then cut them out and put them in the order in which they happened.

Lance got better with the help of his doctors and medicine.

Lance won his third Tour de France in 2001.

Lance became very sick with cancer.

Lance won his sixth Tour de France in 2004.

Lance trained hard to become strong again.

Lance was born in Texas.

Lance won his first race at the age of 13.

Lance won his first Tour de France in 1999.

Name _____

INSTRUCTIONS: Write the two syllables you hear in each word. Then say the word to yourself.

1. pilot

2. program

3. recent

4. donut

5. token

6. flavor

7. rider

8. nylon

9. bagel

10. local

It's About Time

A Reading A-Z Level K Leveled Reader

Word Count: 401



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It's About Time



Written by Mara Rockliff

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It's About Time



Written by Mara Rockliff

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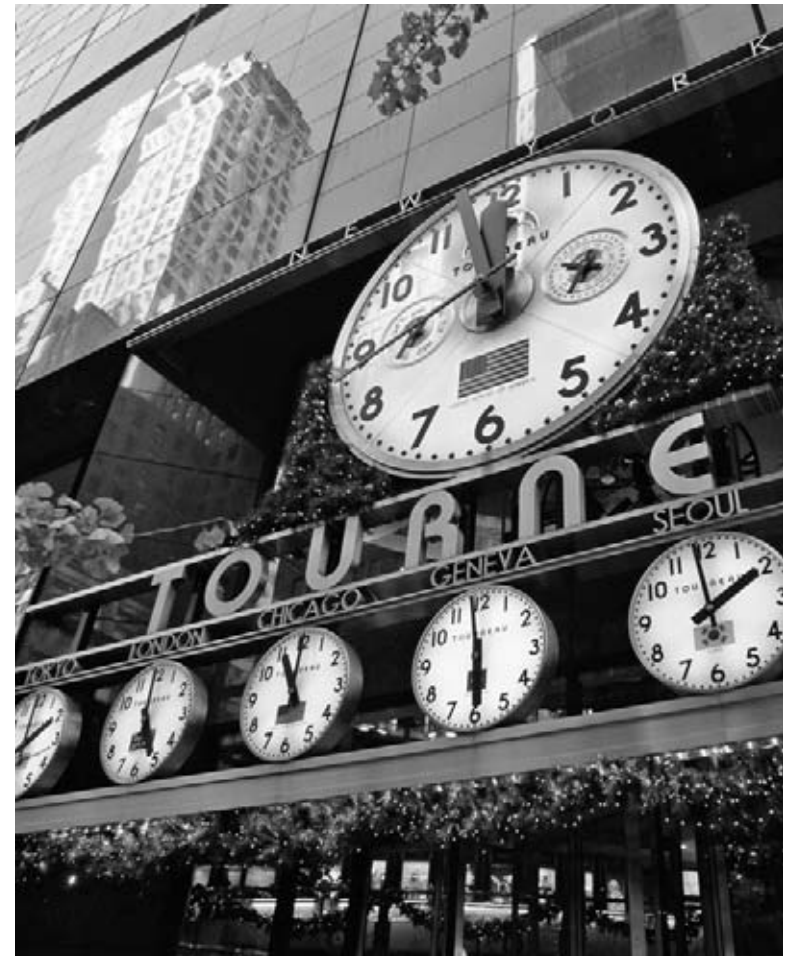
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Using Fire and Water	8
Clocks of Today	11
Make Your Own Water Clock . . .	15
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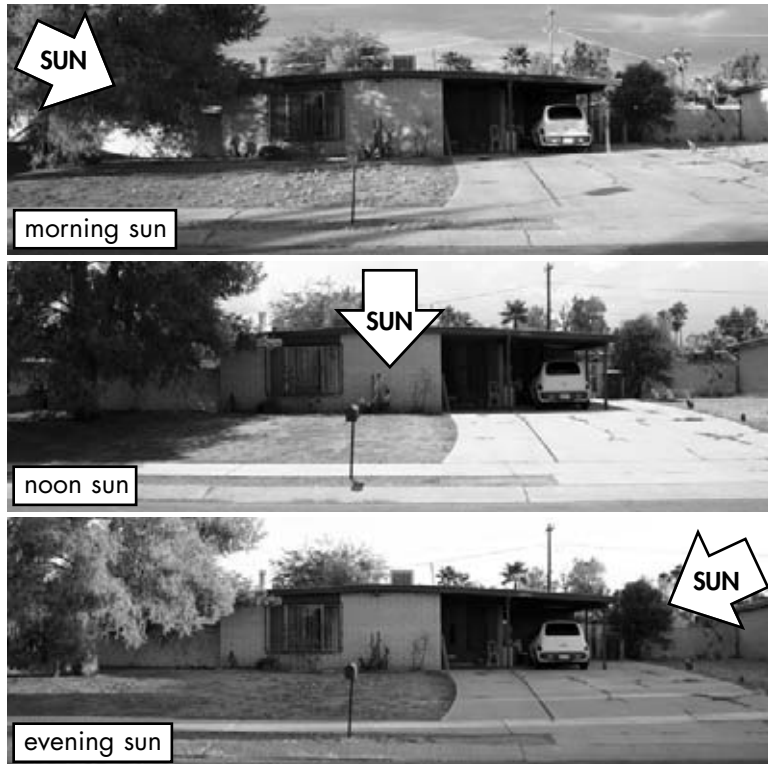
These clocks show the time in cities all over the world.

Knowing What Time It Is

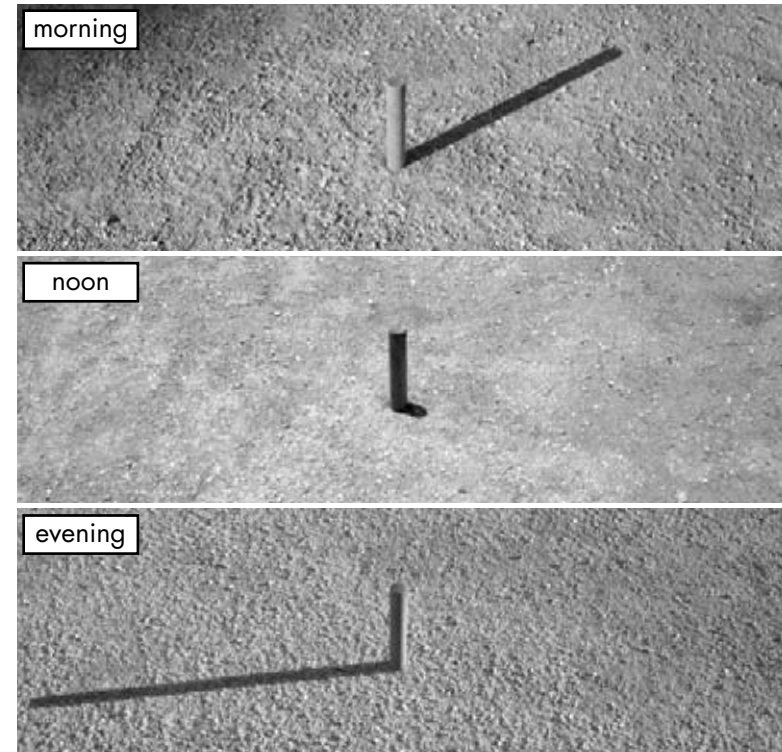
Do you know what time it is?
If you do, you probably are looking
at a clock or watch.

Using the Sun

Long ago, people didn't have clocks or watches like you do. When the sun rose, they got up, and when the sun went down, they went to bed. They told time by the position of the sun in the sky.



The sun tells when it is morning, noon, and evening.



Shadow clocks made it easier to tell time between sunup, noon, and sundown.

People discovered that they could use a stick and the sun to tell time. This was called a **shadow clock**. They put a stick in the ground, pointing straight up. The direction of the stick's shadow and how long or short it was told them the time.

A better kind of shadow clock was called a **sundial**. Sundials had a pointer and a base. The pointer cast a shadow on marks around the base. People could tell time by reading the marks.

But shadow clocks were not good for telling time on cloudy days—or at night.

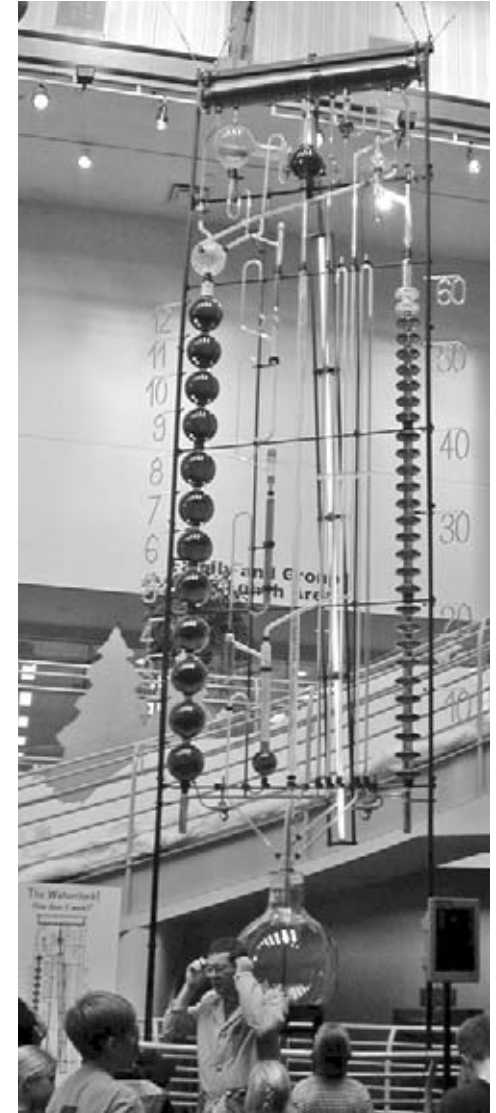


Sundials made telling time using shadows more accurate.

Using Fire and Water

One kind of clock that didn't need the sun was a **water clock**.

A water clock was a container with a tiny hole in the bottom. Water would steadily drip out of the hole. Marks on the inside of the container showed the time. It took one hour for the water to go down one mark.

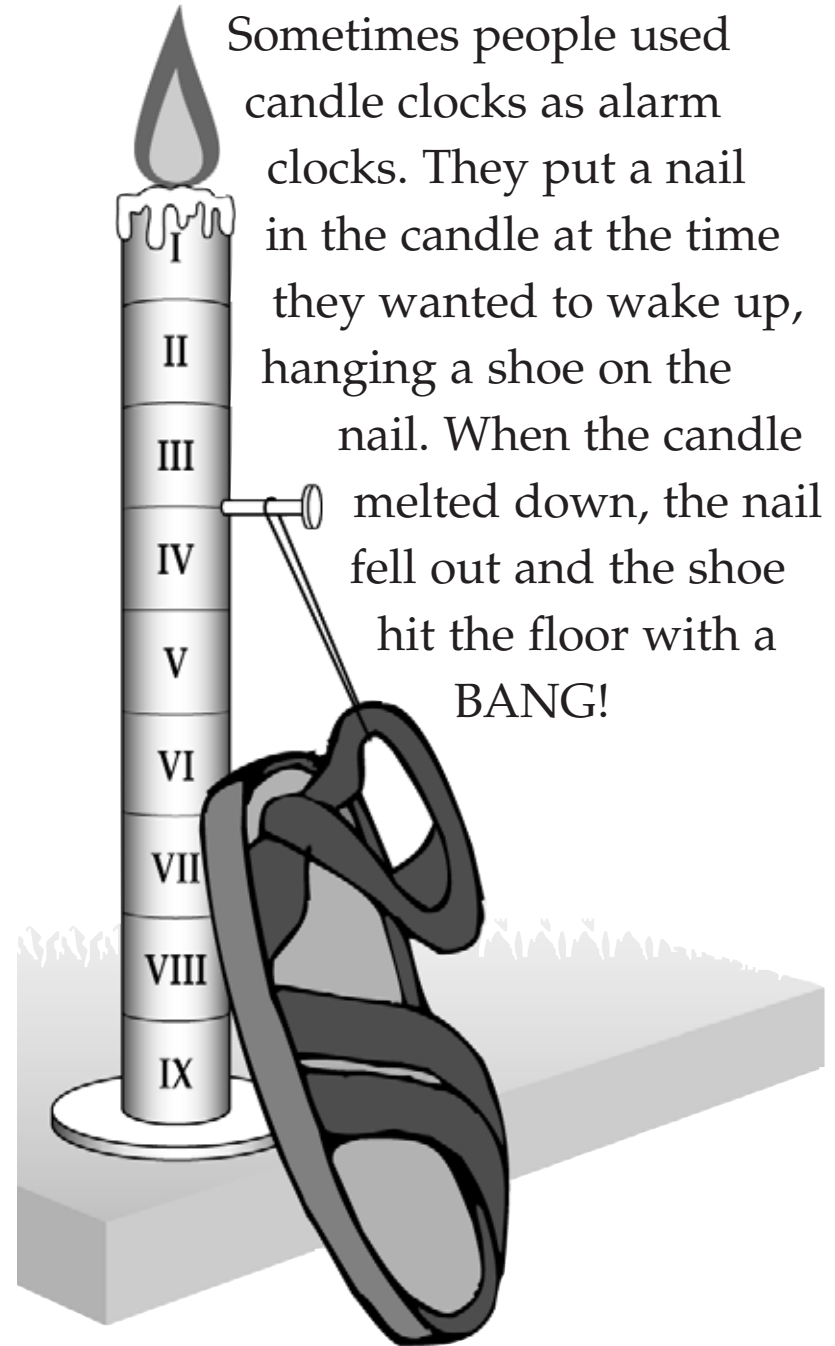


A modern water clock



Candle clocks were used to tell time after the sun went down.

Another kind of clock that didn't need the sun was a **candle clock**. You would know the time by how much of the candle had melted. The candle had marks down its side to show the hours.





grandfather
clock



digital
watch



pocket
watch



analog
watch

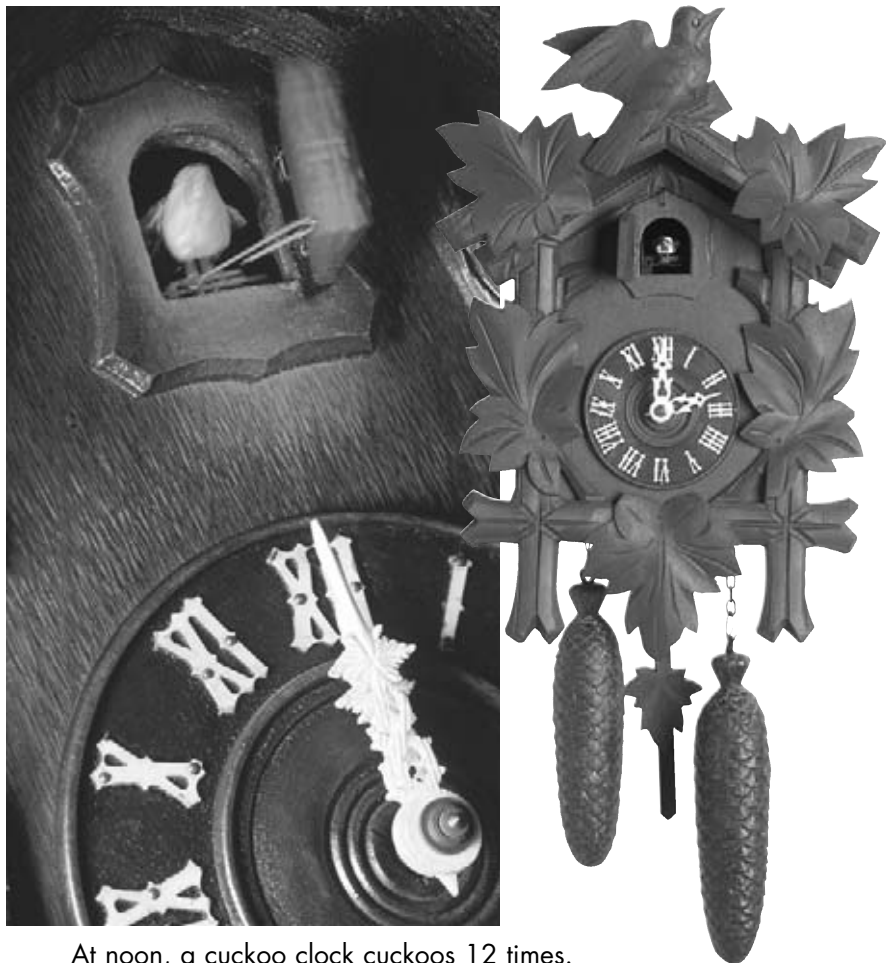
Clocks of Today

Now there are all kinds of timepieces, from tall **grandfather clocks** to watches we wear on our wrists. Most clocks run on **electricity** from batteries.



Big Ben, an analog clocktower in London, England

Many clocks have two hands that point to numbers in a circle on the clock face. These are called **analog** clocks. Other clocks don't have hands, only numbers. These are called **digital** clocks.



At noon, a cuckoo clock cuckoos 12 times.

Inside one kind of analog clock is a carved bird called a **cuckoo**. Every hour, the door opens and the bird pops out and sings its song: cuckoo, cuckoo, cuckoo!



There are many more types of clocks, too. Clocks hang in and on buildings. Clocks adorn wrists and mantles. Clocks are everywhere!



Try This

Make A Water Clock

You will need:

- partner
- large plastic bottle with top cut off
- 2 paper cups
- clock with a second hand
- pin or tack, masking tape, and water

- ❶ Stick a piece of masking tape along the outside of the bottle, from top to bottom.
- ❷ Poke a small hole with a pin or tack in the bottom center of one cup. Fit the cup snugly into the top of the bottle.
- ❸ Have your partner use the other cup to pour water into the cup with the hole while you start timing right away. Keep the water clock's cup about halfway full.
- ❹ Every 30 seconds, mark the water level on the tape.



Glossary

analog	using hands and dials to show time on a clock (p. 12)
candle clock	burning candle marked with the hours (p. 9)
cuckoo	carved bird used in a cuckoo clock (p. 13)
digital	using a row of numbers, rather than hands on a dial (p. 12)
electricity	power source for clocks and watches (p. 11)
grandfather clocks	tall, fancy clocks that chime with the time (p. 11)
shadow clock	clock that uses an object's shadow to tell time (p. 6)
sundial	more complex shadow clock that uses the sun to tell time (p. 7)
water clock	bowl that drips water to tell time (p. 8)

Index

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Name _____

INSTRUCTIONS: Before reading *It's About Time*, answer "Yes" or "No" to each question. After reading the book, answer the questions again and compare both sets of answers.

Prior Knowledge Survey

Yes = I agree with the statement.

No = I do not agree with the statement.

Before Reading	Topic: Types of Clocks	After Reading
	People used to tell time by looking at the position of the sun in the sky.	
	A shadow clock is made with a stick and the sun's light.	
	A sundial is a type of shadow clock.	
	Shadow clocks do not work well on cloudy days or at night.	
	A clock can be made from water.	
	Candles can be used as alarm clocks.	
	A grandfather clock is a very old clock.	
	Some clocks have hands that move.	
	A digital clock does not have hands.	

Name _____

INSTRUCTIONS: Write the big idea and details from each chapter of the book.

CHAPTER 1 : Using the Sun

Big Idea	Details
----------	---------

IT'S ABOUT TIME • LEVEL K • 2

CHAPTER 2: Using Fire and Water

Big Idea	Details
----------	---------

CHAPTER 3: Clocks of Today

Big Idea	Details
----------	---------

SKILL: MAIN IDEA/DETAILS

Name _____

INSTRUCTIONS: Write the two syllables you hear in each word. Then say the word to yourself.

1. kitten

2. sunset

3. cannot

4. content

5. sandwich

6. lesson

7. napkin

8. tablet

9. cotton

10. princess

Leap! A Salmon's Story

A Reading A-Z Level K Leveled Reader

Word Count: 400

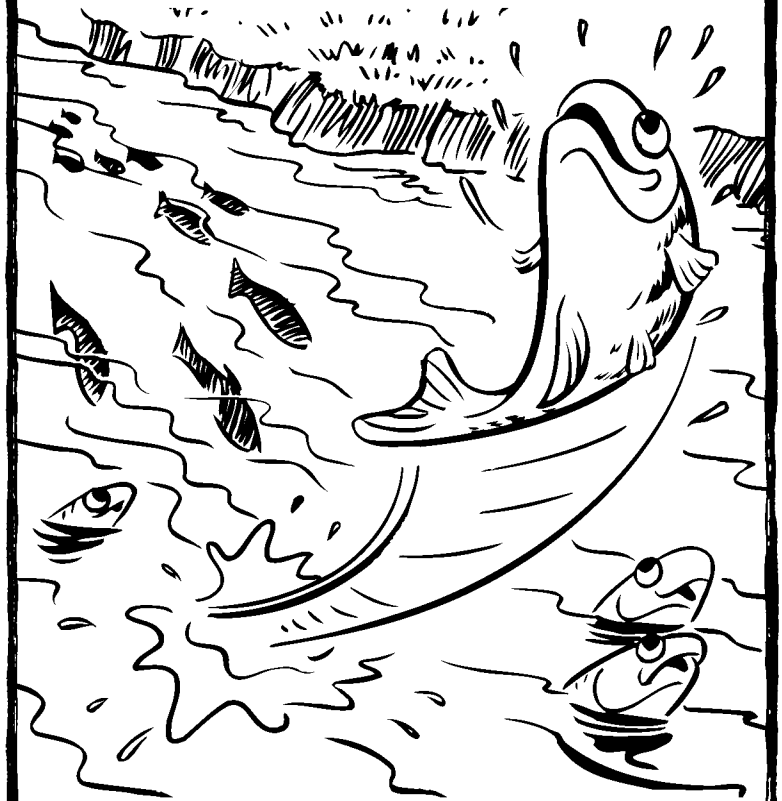


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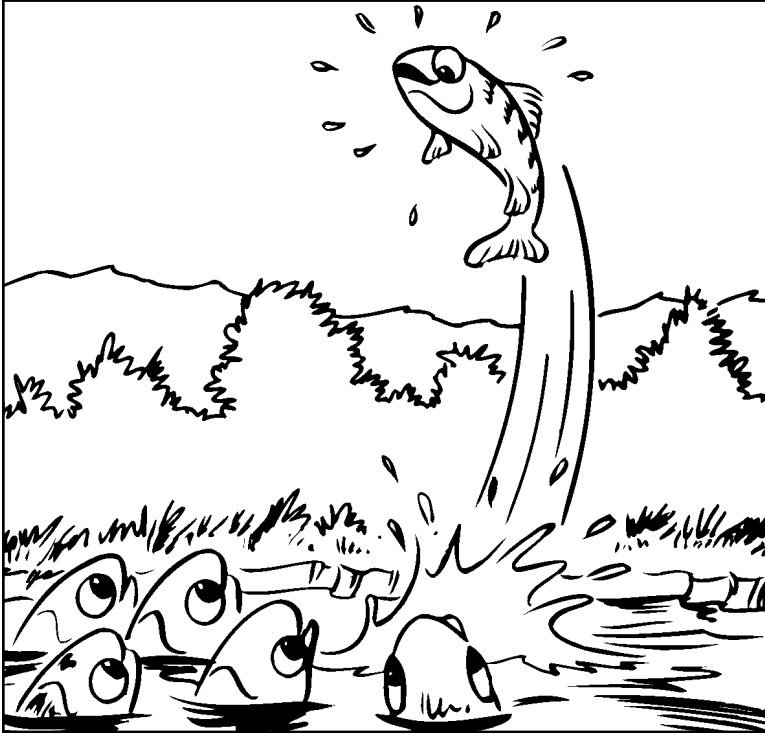


Written by Sharon Fear
Illustrated by David Cockcroft

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Leap!

A Salmon's Story



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Illustrated by David Cockcroft

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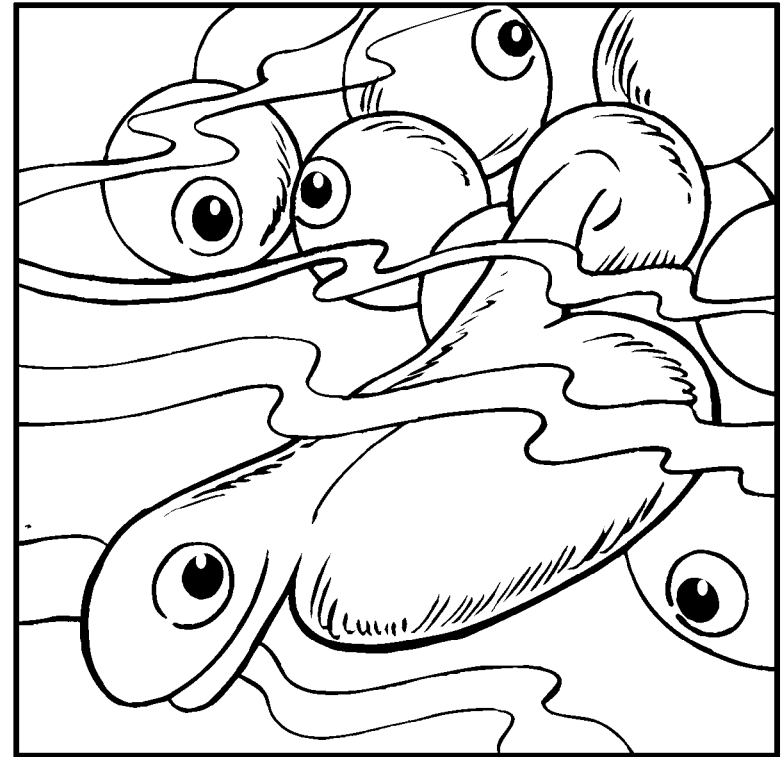
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DRA	18



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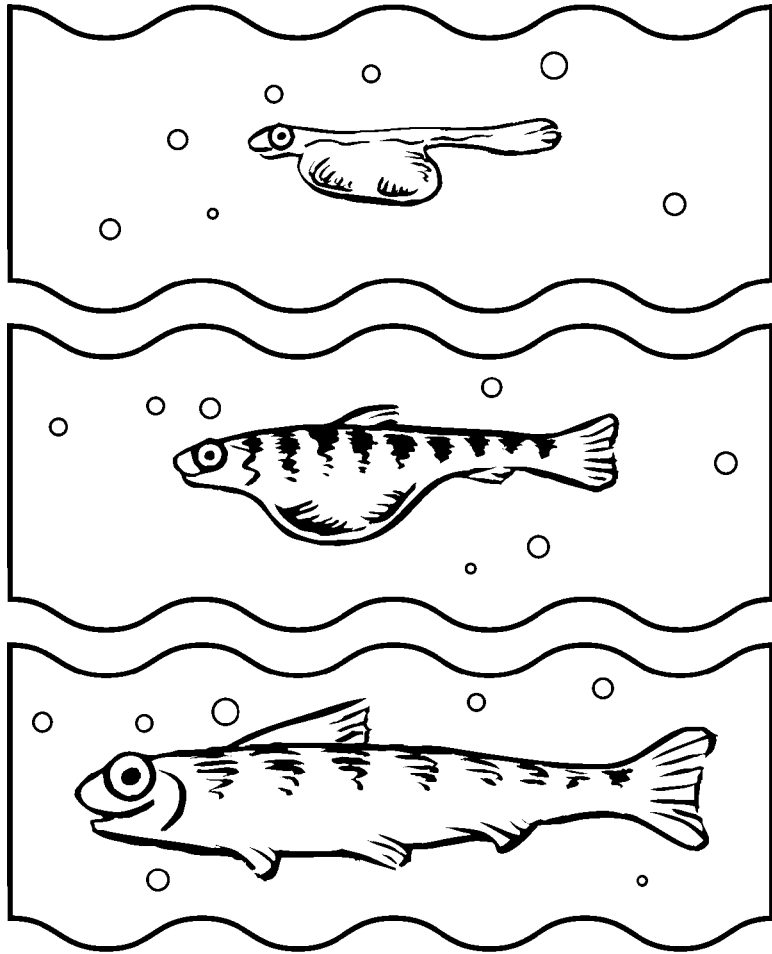
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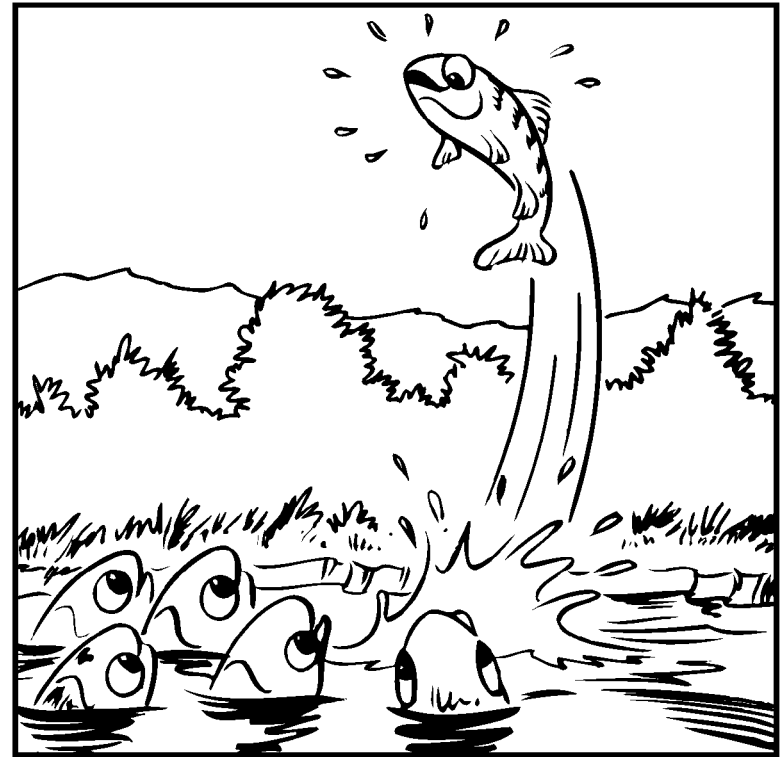
Born to Leap

From the beginning, she was different. The moment she hatched from her tiny pink egg, she tried to leap. But she couldn't!

The yolk from her egg hung from her belly. It slowed her down.



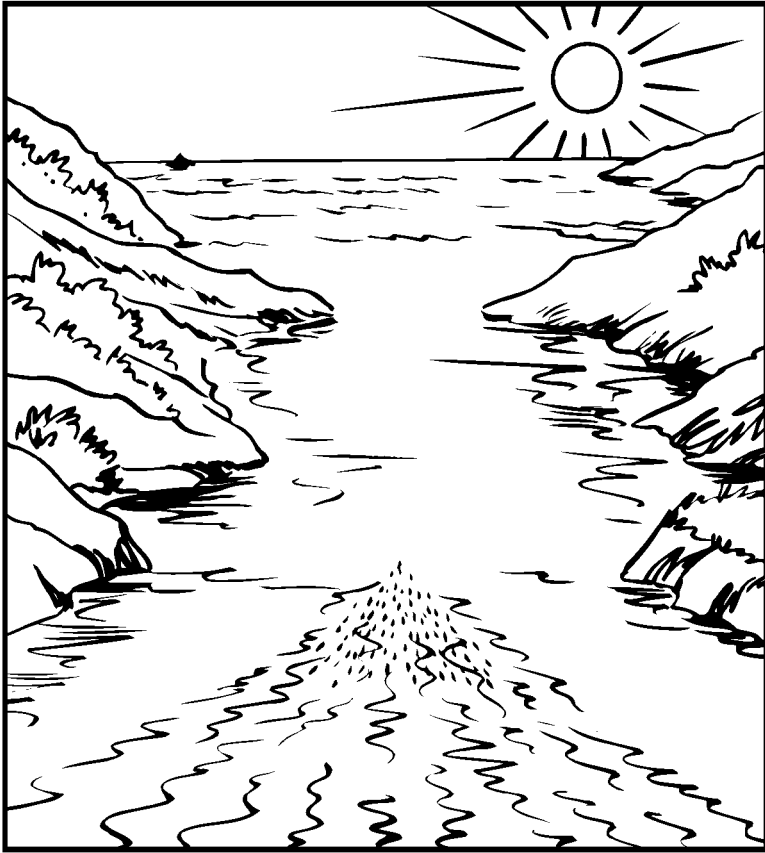
For a while, the yolk was her food.
As she ate, it got smaller and
smaller. Then it was gone. Now
she was a **fry**. She was slim, silver,
and one inch long.



Oh, now how she could leap!
All salmon are great leapers,
but her leaping was special.

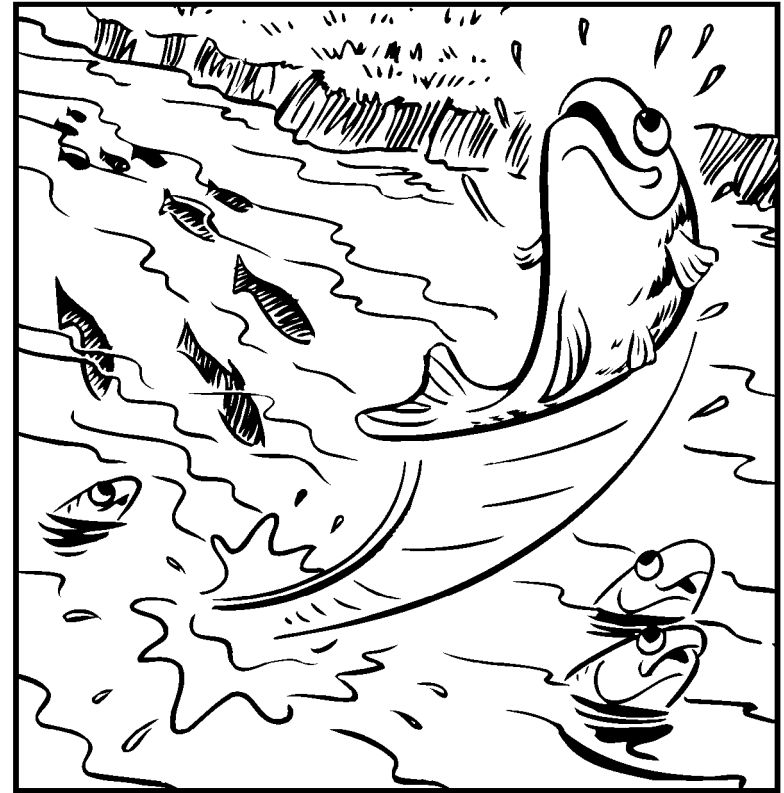
"I love to leap!" she said, flinging
herself into the air.

"You'll never grow big, leaping like
that," said another salmon.



Leaving Home

But she did grow—just like the others. Soon, they knew it was time to leave home. They swam **downstream** and headed for the ocean.

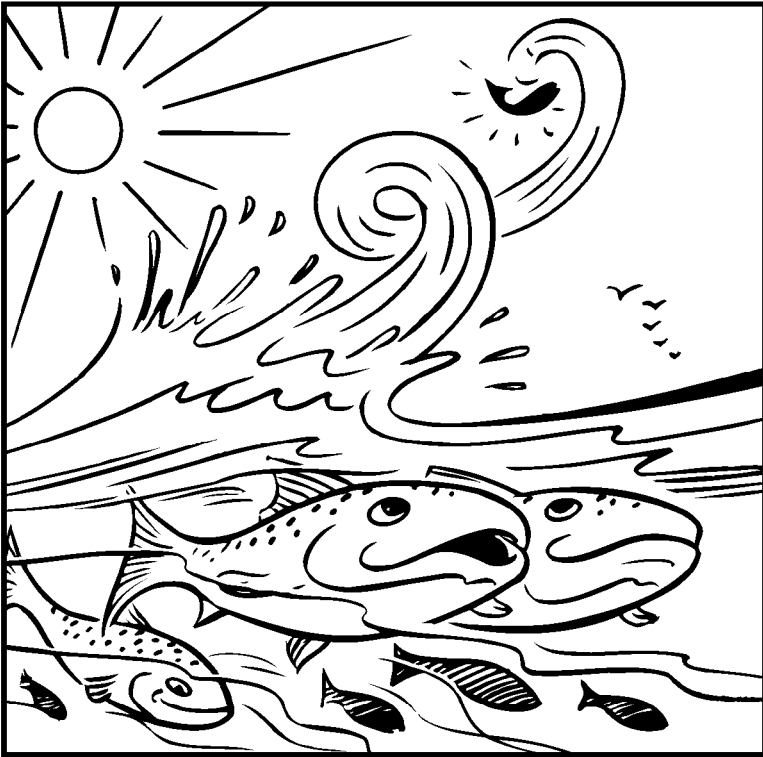


On the trip, she practiced her leaps.

“I was born to leap!” she said, jumping higher and higher.

“You’ll hurt yourself, leaping like that,” said the other salmon.

But she never did.



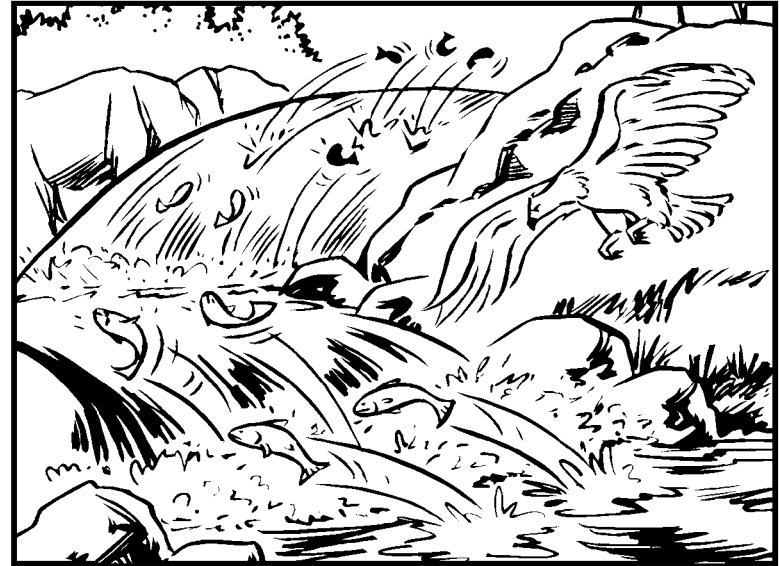
In the ocean, she practiced her special leaps.

She did a sideways roll!

She did a double twist!

She did a triple backward flip!

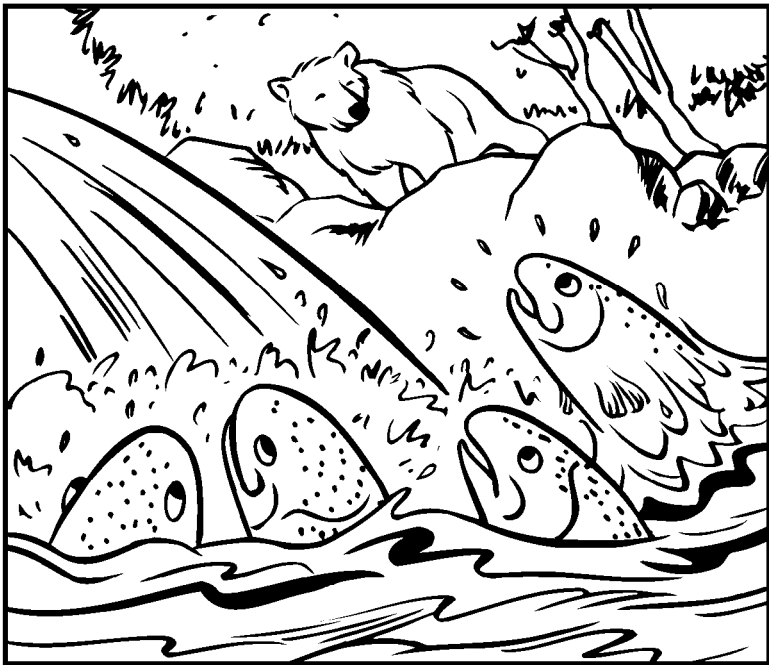
"I must say," said another salmon,
"she is a lovely leaper."



The Bear

Years later, the salmon knew it was time to go home. It was time to go **upstream** to **spawn**. Soon they would lay the eggs that would become baby salmon.

They swam against the **current** of the stream. They struggled through **rapids**, leaped over waterfalls, and darted away from hungry **predators**.



Then, at one waterfall they met a bear! "We'll never make it," said one salmon.

"We're done for," said another.

"Maybe not," said the lovely leaper.

She gathered all her strength and swam forward. She leaped with all her might.

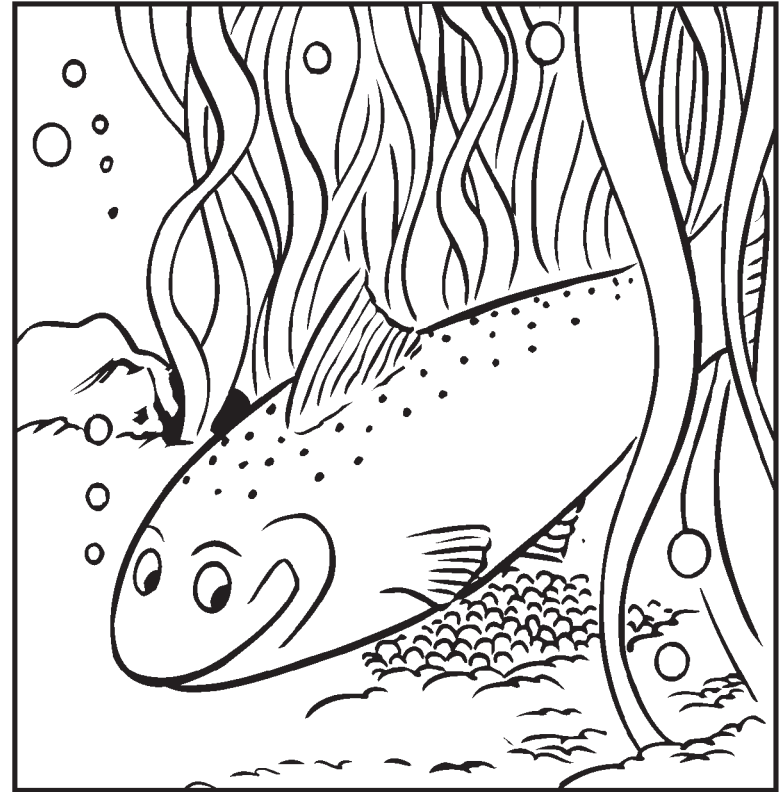


The bear had never seen anything like it! He watched her go up and up, higher and higher. He watched her twist one way, then another. He watched her flip end over end, and then backward!



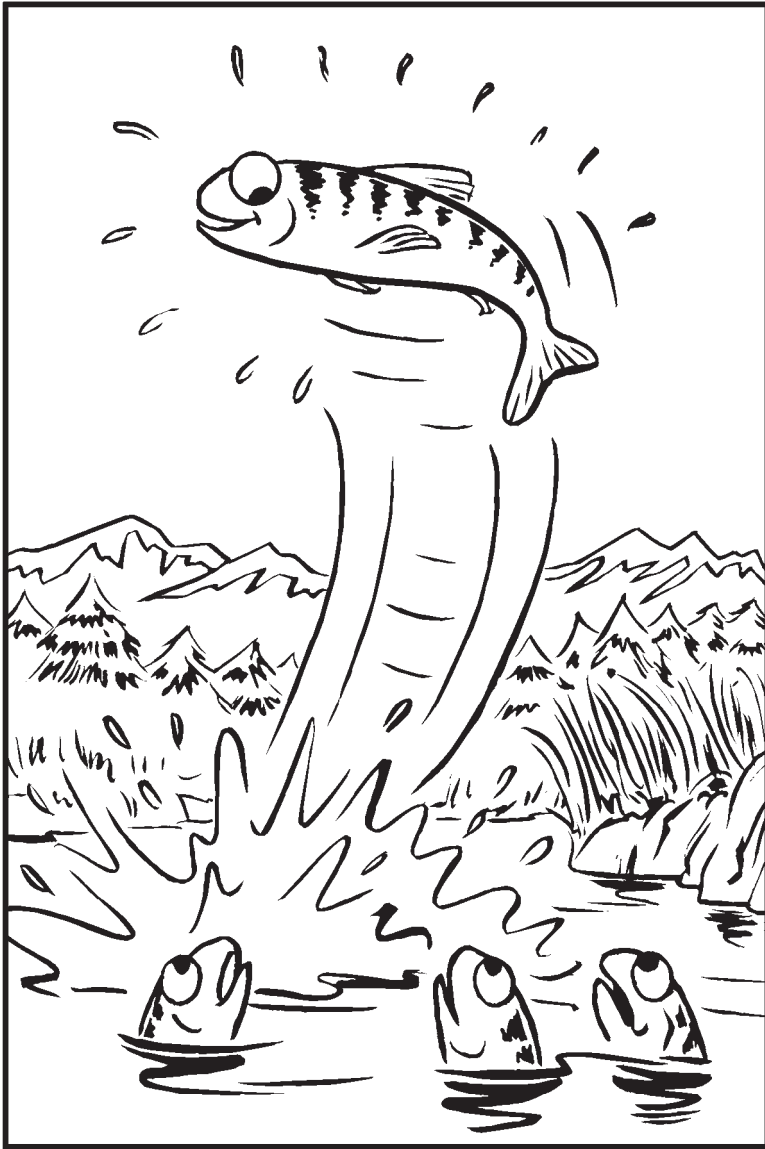
What the bear didn't see was the other salmon as they jumped the waterfall and swam safely away.

Quickly, she followed! With one last mighty flip, she was over the falls and gone.



Home Again

Home at last, she dug a hole with her tail. As her final task, she laid hundreds of tiny pink eggs. Before long the baby salmon would hatch. Like all salmon, they would be great leapers.



And maybe one would be a really lovely leaper!

Glossary

current	the direction in which water flows (p. 10)
downstream	in the direction of the current (p. 7)
fry	a young salmon after its yolk sac is gone (p. 5)
predators	animals that hunt and eat other animals (p. 10)
rapids	quick moving water (p. 10)
spawn	to lay eggs (p. 10)
upstream	going against the current (p. 10)

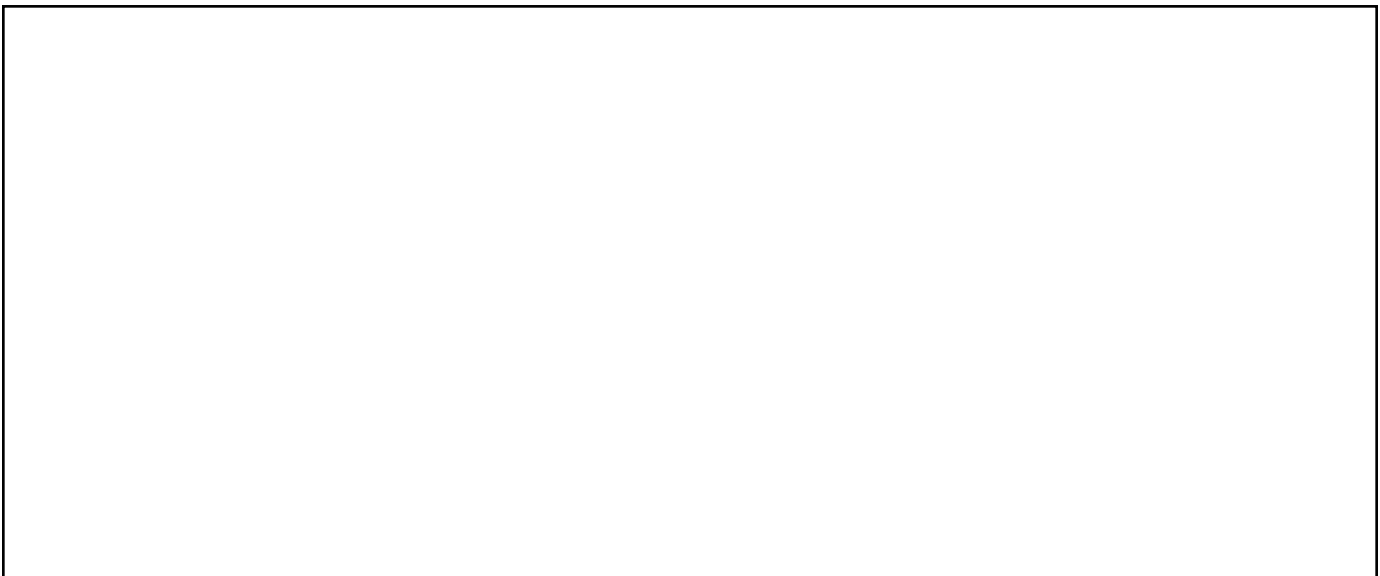
Name _____

INSTRUCTIONS: Draw a picture to represent a part in the story where you stopped to visualize in order to understand what you'd just read.



LEAP! A SALMON'S STORY • LEVEL K • 1

INSTRUCTIONS: Write a description to explain your drawing.



SKILL: VISUALIZE

Name _____

INSTRUCTIONS: Write what happened in the boxes in the correct sequence. If you have time, draw a picture to show each step.

First,
Leap began as an egg.



Then,



Then,



Then,



Finally,

Name _____

INSTRUCTIONS: Read the pronouns in the word box. Then read each sentence. replace the underlined word or words in each sentence with a pronoun from the word box. Write the new sentence on the lines.

It	she	She	He	it
They	He	she	They	

1. The lovely leaper did a sideways roll!

2. The salmon swam against the current of the stream.

3. The bear watched the lovely leaper as the others escaped.

4. The yolk hung from her belly and slowed her down.

5. In the ocean, the lovely leaper practiced the special leaps.

6. The salmon knew it was time to go home.

7. The bear had never seen anything like this before!

8. The leap was the most magnificent leap the lovely leaper ever attempted.

Maria's Family Celebration

A Reading A-Z Level K Leveled Reader

Word Count: 309



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LEVELED READER • K

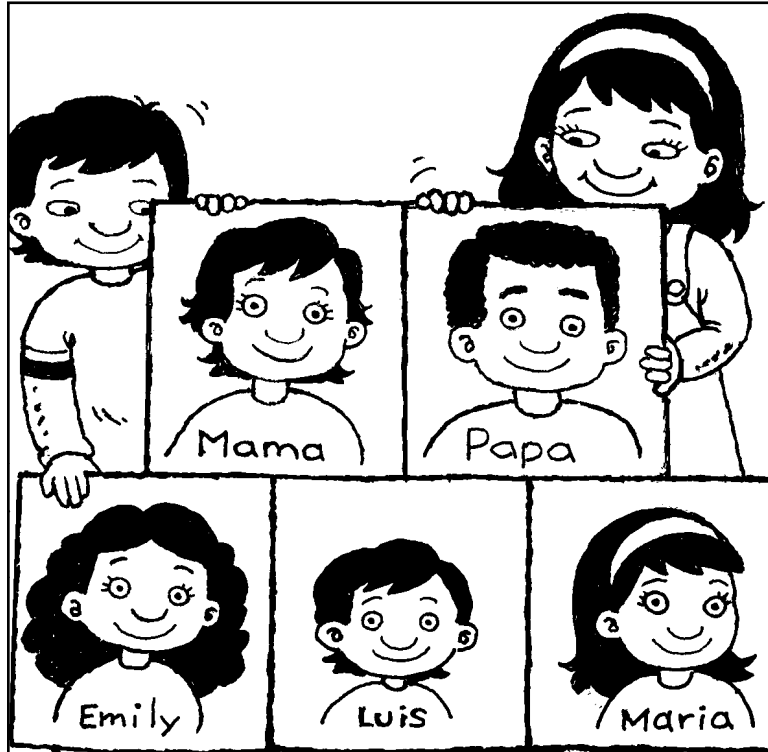
Maria's Family Celebration



Written by Maribeth Boelts
Illustrated by Angela Kamstra-Jacobson

www.readinga-z.com

Maria's Family Celebration



Written by Maribeth Boelts
Illustrated by Angela Kamstra-Jacobson

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Maria's Family Celebration
Level K Leveled Reader
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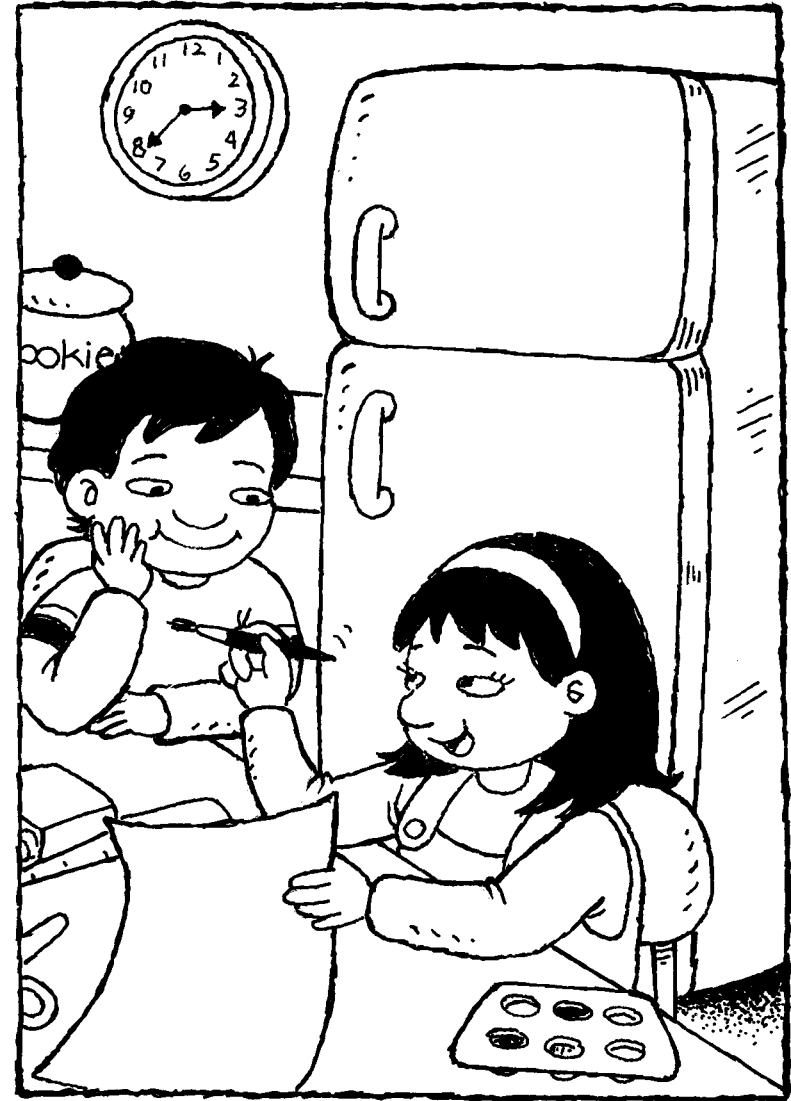
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Correlation

LEVEL K	
Fountas & Pinnell	J
Reading Recovery	17
DRA	18



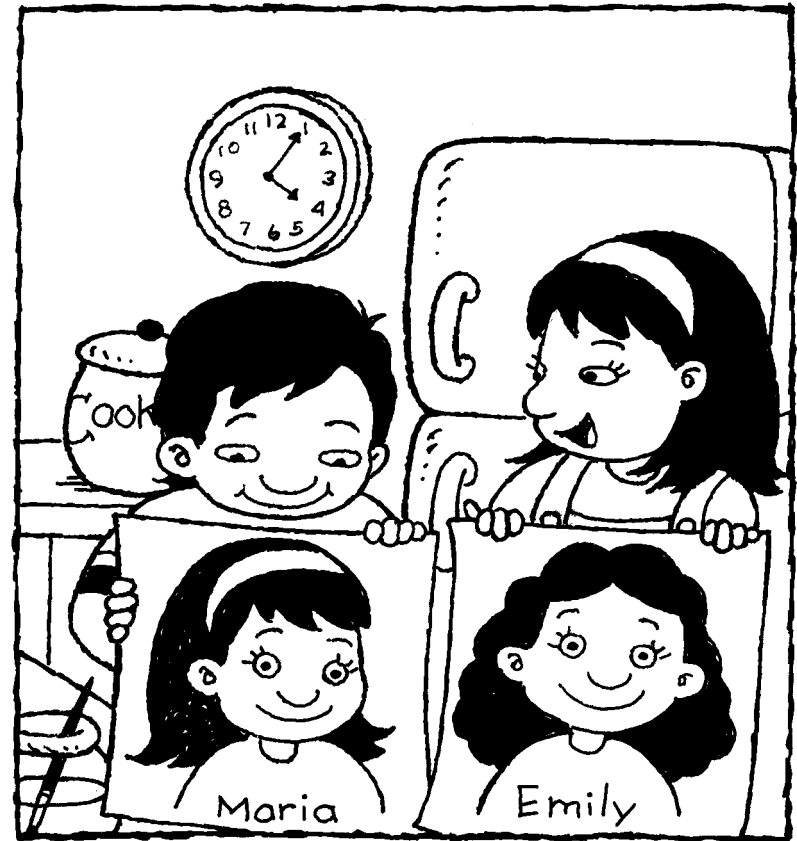
It is Mexican Independence Day!
Maria and Luis are getting ready
for a big party.



"We can decorate the house,"
says Maria. "Let's paint a picture
of our family."

"Mama was born first. She is the oldest," says Maria.

"Papa was born second," Maria says.
"He is one year younger."



"Next is Emily," says Maria. "She is Mama and Papa's first child."

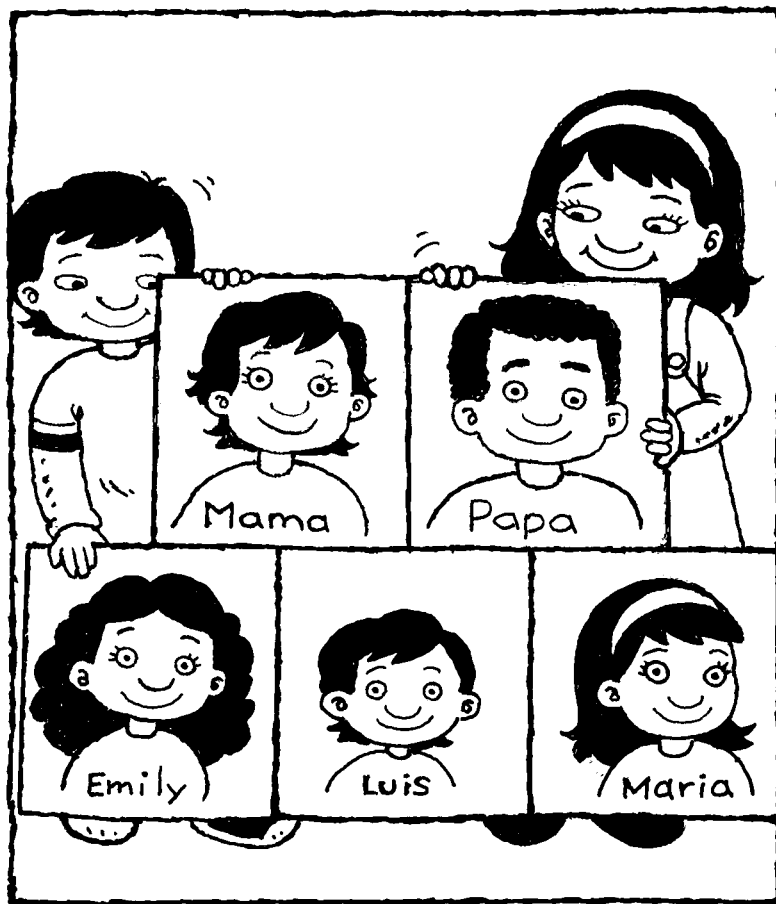
"After Emily, you were born," says Luis.

"That's right!" says Maria. "I am Mama and Papa's second child."

"What about me?" asks Luis.

"You were the last to be born," says Maria. "You are the youngest."

"There!" says Maria. "Our family picture is done!"



"Green, white, and red are the colors of the Mexican flag," says Maria.



Maria and Luis blow up five green balloons. They blow up five white balloons and five red balloons, too.

"I'm out of breath!" says Luis.



"Let's see," says Maria. "We painted a picture first. We blew up balloons second. The third thing we can do is fill the piñata."

Maria gets the striped fish piñata from the shelf. Maria and Luis stuff the piñata with candy.

When Luis thinks Maria isn't looking, he pops a piece of candy into his mouth.

Maria gives him a hug. "You are silly," she says.



Papa hangs the piñata.

"We need a blindfold," says Maria.

"We need a stick to break the piñata, too."

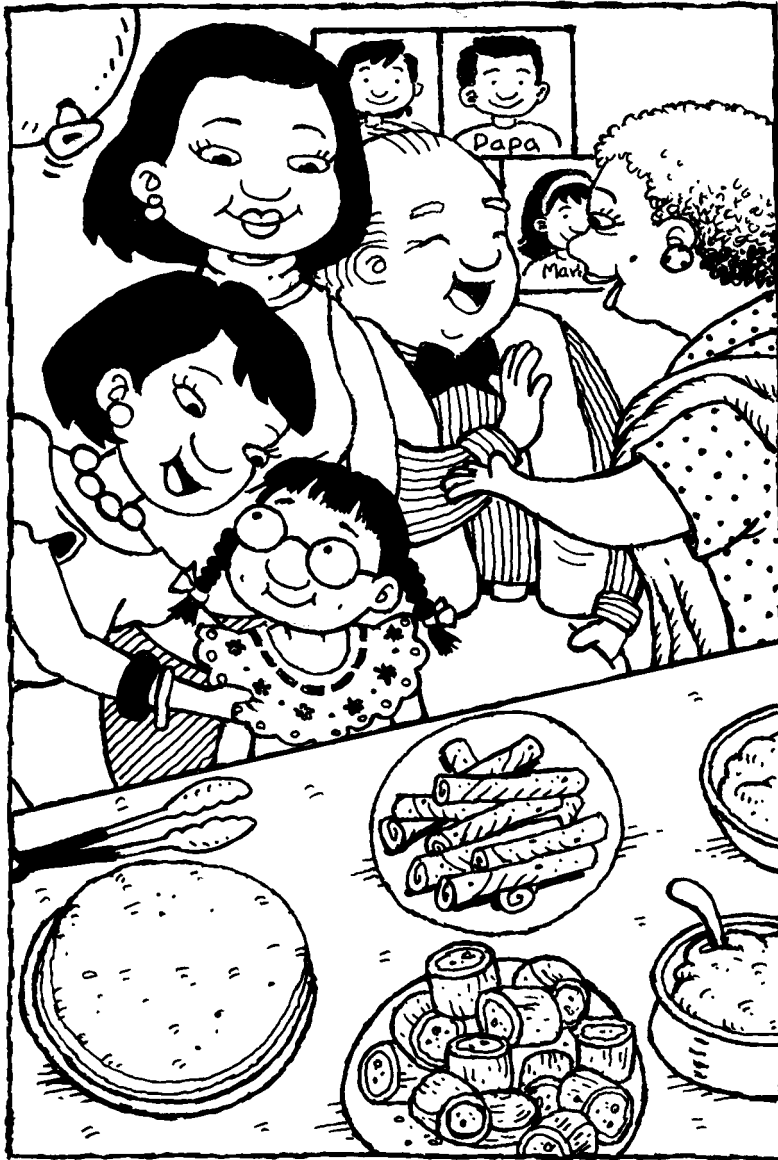
Abuela finds a red-checked scarf for Maria and a long stick for Luis.

"The piñata is ready!" says Maria.
"The fourth thing to do is practice
dancing, Luis!"

Maria and Luis dress in their party
clothes. Then, they dance and spin.



Soon, the house fills up with food,
family, and music. There are six
cousins, two aunts, three uncles,
and three grandparents.



There is Papa, Mama, Emily, Maria, and Luis, too.

"There is one last thing we can do," Maria says. "And it's the most fun!"

"What is it?" asks Luis.

"CELEBRATE!" says Maria.



Name _____

Instructions: Write the events of the story in the correct order, beginning at the top with the first box and ending at the bottom with the last box.

Beginning		
		Ending

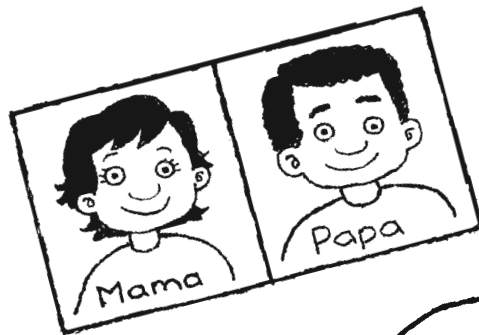
Name _____

Instructions: In the text below, circle the letters that should be capitalized. Use a red pencil to circle the letters that should be capitalized as proper nouns. Use a blue pencil to circle the letters that should be capitalized to mark the beginning of a sentence.

it is mexican independence day! maria and luis are getting ready for a big party. they decorate the house and paint pictures.

“mama was born first. she is the oldest,” says maria.

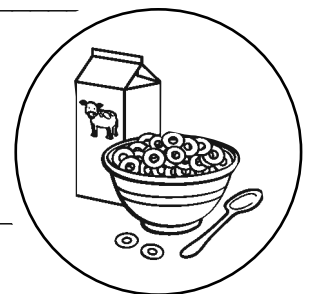
“papa was born second,” maria says. “next is emily,” says maria. “she is their first child.” “after emily, you were born,” says luis. “that’s right!” says maria. “i am mama and papa’s second child.”



Reading a-z

Get a bowl, spoon, milk, and the cereal you want to eat.
Open the box of cereal and pour some cereal into the bowl.
Pour some milk onto the cereal in the bowl. Close the carton
of milk and return it to the refrigerator. Close the box of cereal
and return it to the cupboard. Enjoy eating your cereal.

MARIA'S FAMILY CELEBRATION • LEVEL K • 3



SKILL: ORDER WORDS

LEVELED READER • K

Police Officers



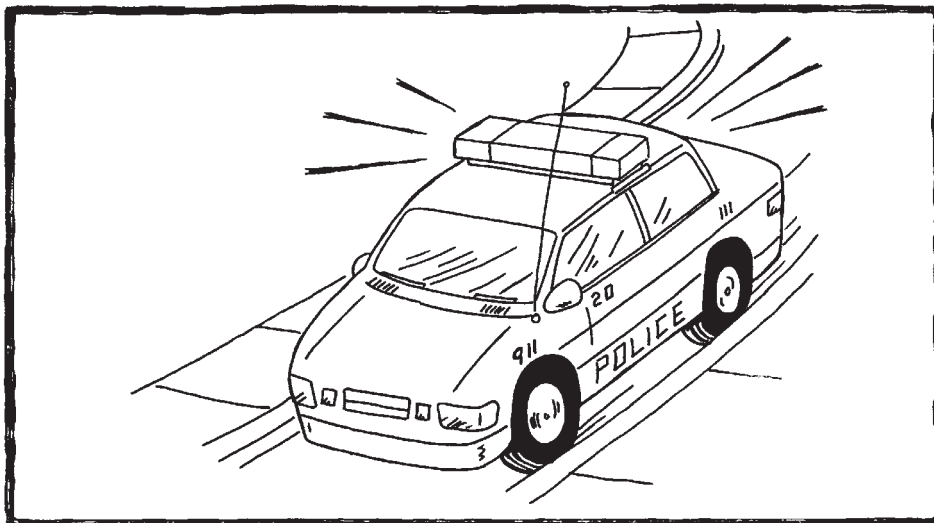
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**Multi
level
E H K**

Police Officers

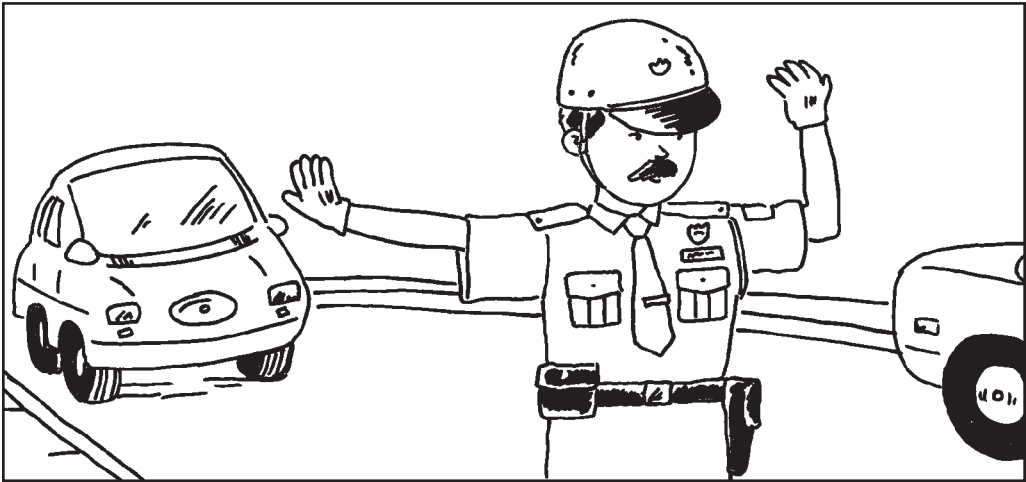
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18	DRA
17	Reading Recovery
J	Fountas & Pinnell

Correlation
LEVEL K

Police Officers
Level K leveled Reader
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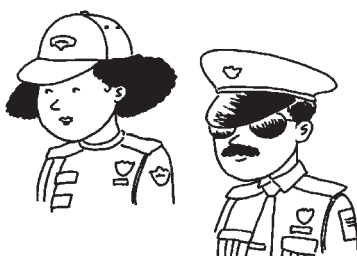
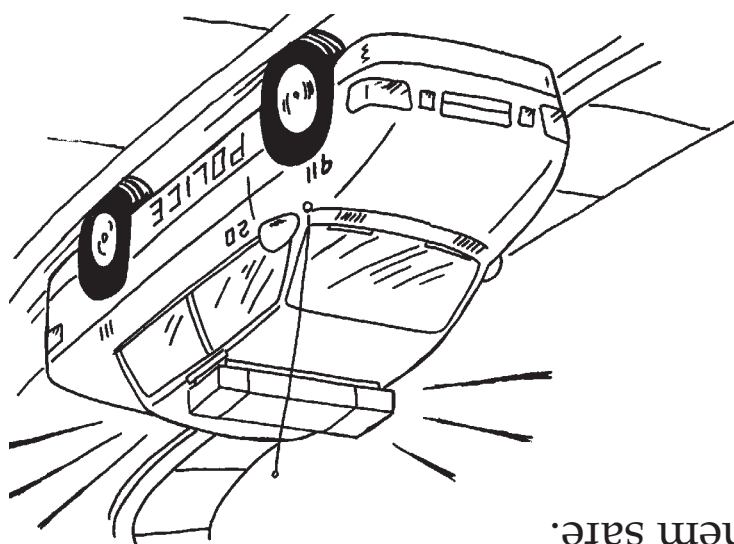


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Introduction	4
Becoming a Police Officer	5
Police Uniforms	7
How Police Officers Get Around	10
How Police Officers Help People	12
Glossary	14

3

4



Walk the streets of almost any country in the world,
and you will probably see police officers.

They help people and keep them safe.

They help **enforce** laws.

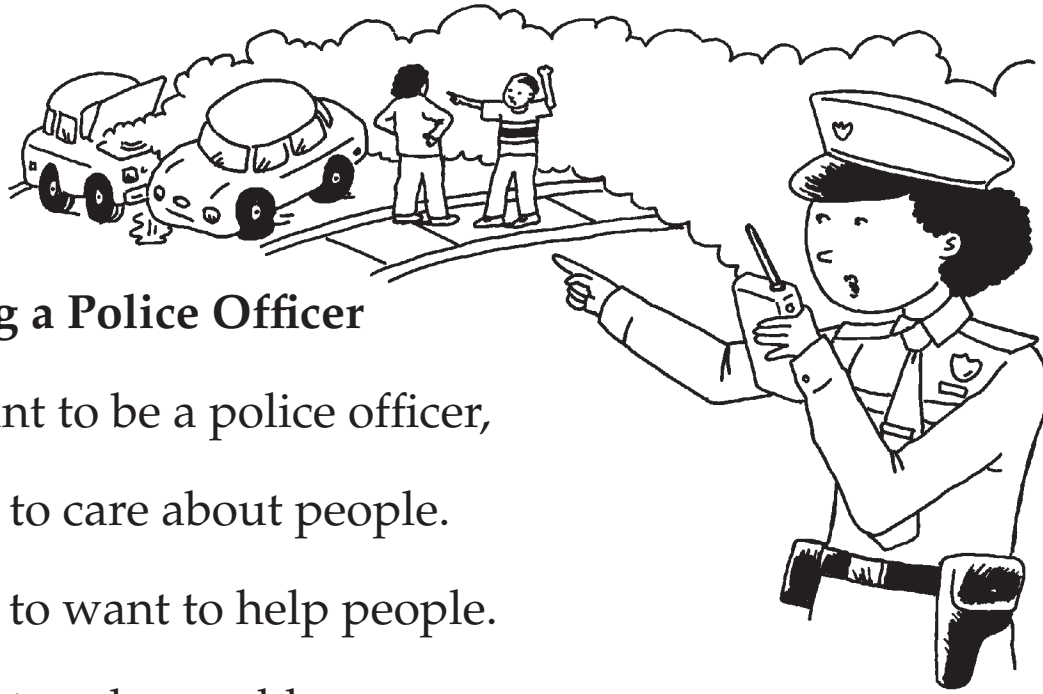
They **patrol** the streets.

They control crowds.

They protect **property**.

And they solve crimes.

Introduction



Becoming a Police Officer

If you want to be a police officer,

you need to care about people.

You have to want to help people.

You have to solve problems.

And you have to stay calm in difficult **situations**.

5

6

And they learn how to treat **injuries**.

They learn about the safe use of weapons.

They learn how to control people.

They learn about laws.

that help them to do their job.

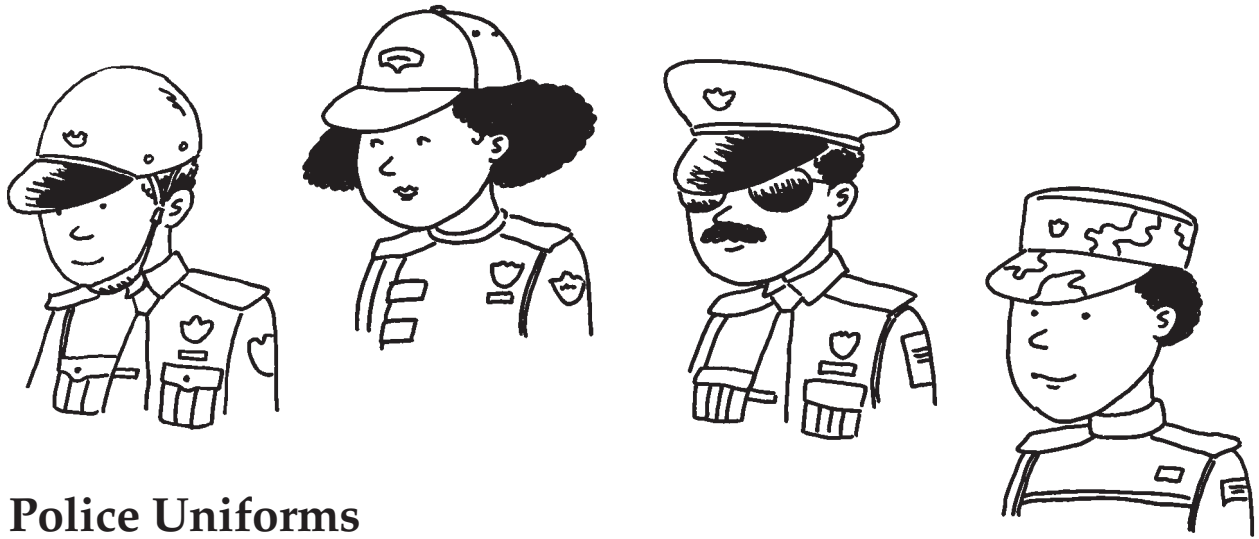
Police officers learn things at the academy

These schools are called **police academies**.

training at special schools.

In many countries, police officers get





Police Uniforms

In different countries, police officers wear different **uniforms**.

The most common color for police uniforms is dark blue.

But in some countries, the uniforms are tan or green.

7

8

Police officers wear many kinds of hats.
 Many police officers wear flat-topped hats with small bills.
 State troopers and forest rangers wear hats with wide brims.
 Some police officers wear helmets.
 Others wear hats that look like baseball caps.





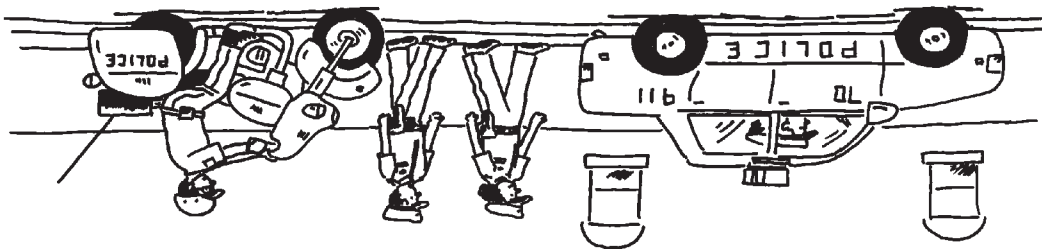
These pictures show some of the different kinds of hats worn by police officers around the world.

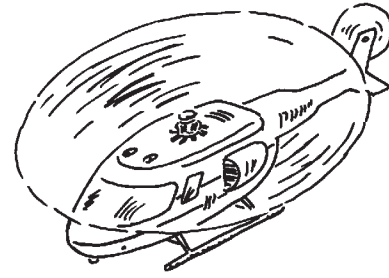
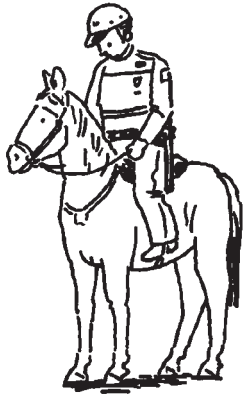
9

10

Police officers who patrol traffic often ride motorcycles.
Others ride around in cars.
Some police officers walk the streets.
To do their job, most police officers have to move from place to place.

How Police Officers Get Around

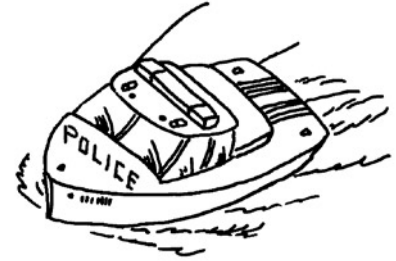




Police officers in some places ride horses.

Some even get around on bicycles.

Some police officers patrol places
by flying in helicopters.



And some police officers patrol waterways in boats.

11

12

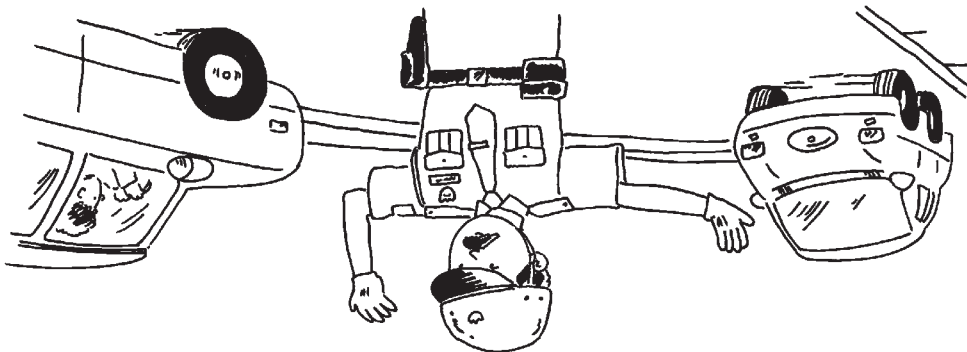
They stop speeders.

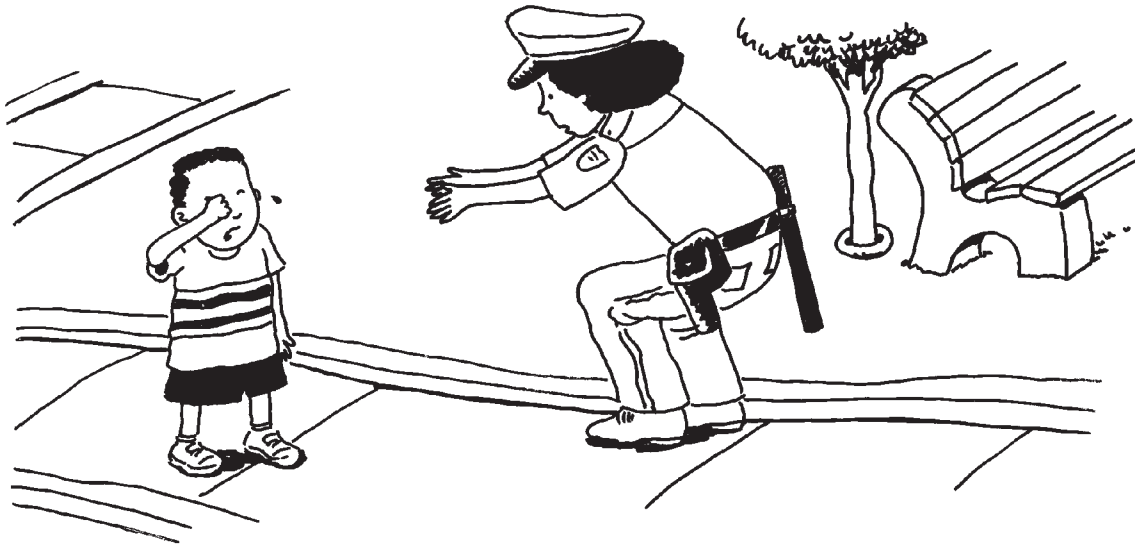
They direct traffic.

They stop crime.

Police officers help people in many ways.

How Police Officers Help People





Police officers help lost children find their parents.

What other ways do police officers help people?

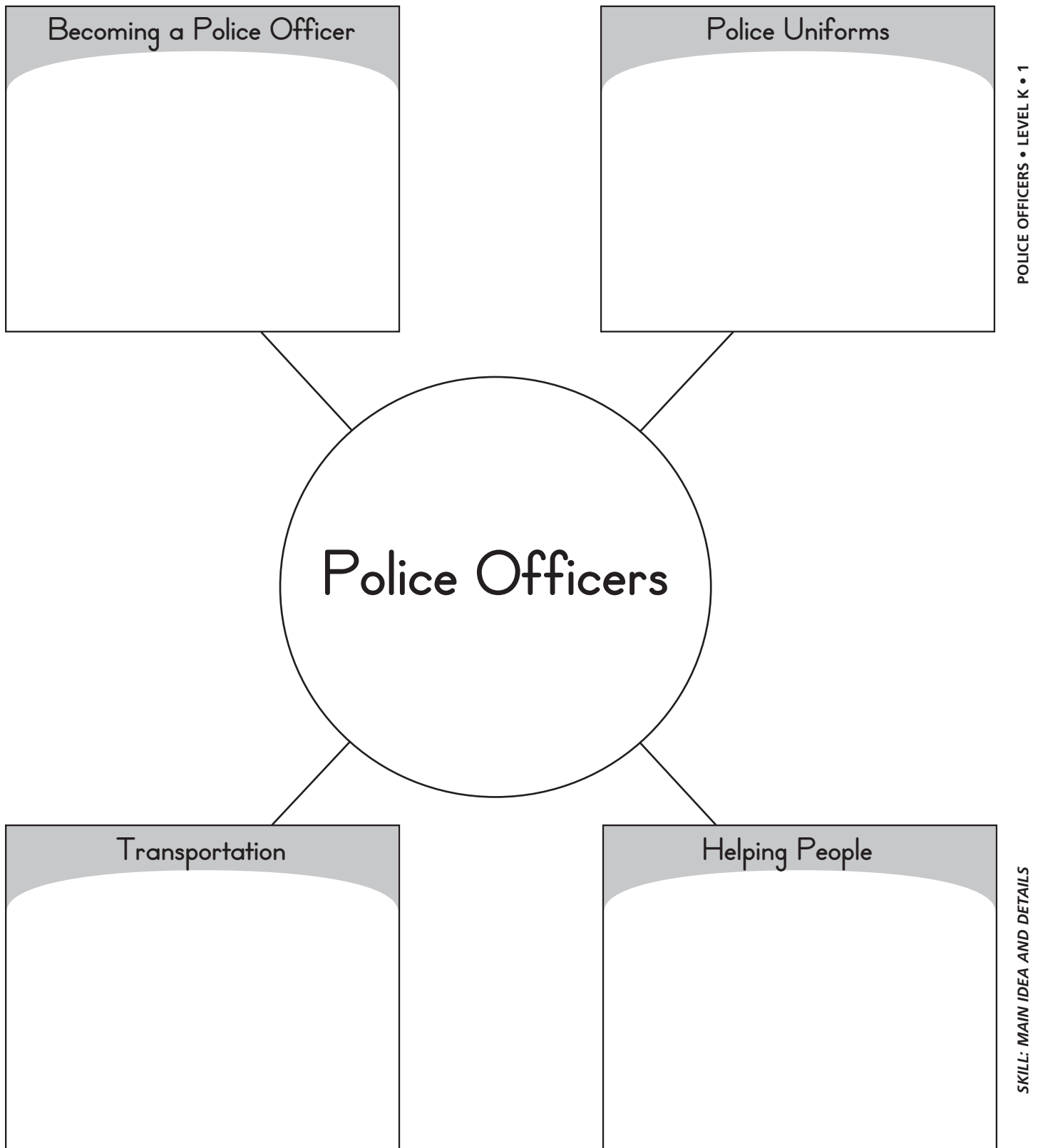
13

14

academies (n.)	to make people obey (p. 4)
enforce (v.)	broken or hurt body parts (p. 6)
injuries (n.)	to watch over (p. 4)
patrol (v.)	things people own (p. 4)
property (n.)	things that are happening (p. 5)
situations (n.)	the teaching of a skill or behavior (p. 6)
training (n.)	special clothes for a job (p. 7)
uniforms (n.)	

Glossary

Name _____



INSTRUCTIONS: Have students write details that tell more about each main idea above.

Name _____

air

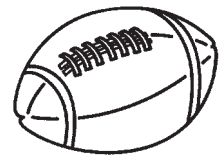
ball

snowman



snow

box



tool

paper



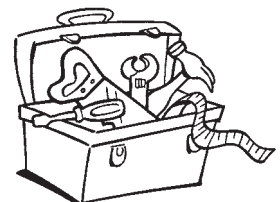
news

plane



foot

man



INSTRUCTIONS: Have students join two words to make a compound word that names each picture. Then have them write the compound word next to the matching picture.

Name _____

Group A

Group B

Her hair is brown.

The cat ate first, and then it took a nap.

Her eyes are green.

The cat ate first.

The school closed, and the teacher left.

The cat took a nap.

The school closed.

Her hair is brown, and her eyes are green.

The teacher left.

INSTRUCTIONS: Have students match the sentences in Group A to the sentences with commas in Group B. Then have them circle the commas.

I'd Like to Be

A Reading A-Z Level K Leveled Reader

Word Count: 322



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I'd Like to Be



**Multi
level
E H K**

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I'd Like to Be



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Correlation

LEVEL K	
Fountas & Pinnell	J
Reading Recovery	17
DRA	18



I'd like to be a happy clown
and make everyone laugh.
I'd wear big clothes,
and a bright red nose,
and be pleased with all I have.



I'd like to be an athlete,
and play basketball each day.
I'd leap so high
I could touch the sky,
and make baskets along the way.



I'd like to be a gardener
and grow healthy things to eat.
I'd plant my seeds,
water them, and pull weeds.
My garden would be hard to beat.



I'd like to be a mermaid
and swim in the deep blue sea.
The fish and whales
could tell their tales,
while dolphins sang to me.



I'd like to be a cowboy
and ride horses every day.
And then at night,
I would tie them tight
and feed them lots of hay.



I'd like to be a dancer
and twirl and jump and fly.
I'd wear fluffy skirts
and fancy shirts.
People would clap as I danced by.



I'd like to be an artist
and try to paint the land.
I would paint the water blue
and the great skies, too.
The ground would be the color
of sand.



I'd like to be a pirate.
I would have to be brave and bold.
I would sail with a crew
on oceans of blue
to look for treasure and gold.



I'd like to be an astronaut
and fly up to the moon.
In outer space,
I'd find a place
to eat without a spoon.



I'd like to be a zookeeper
and care for birds and snakes.
I'd give them food,
and watch their moods,
and on birthdays give them cakes.



I'd like to be a musician
and play songs every day.
I would play the trumpet,
or guitar and strum it,
making music my own way.



The moral of this lesson
is to be what you can be.
Dare to dream,
and listen to your talents
to find what you will be.

Name _____

Reality	Fantasy

I'D LIKE TO BE • LEVEL K • 1

I'd like to be _____ (real)	I'd like to be _____ (fantasy)

SKILL: REALITY AND FANTASY

INSTRUCTIONS: Have students write the job, profession, or type of person from the book under the correct heading in the chart. Then, in the box at the bottom, have them draw a picture of one thing that is real that they'd like to be on the left side, and one thing that is fantasy on the right side. Have students label their pictures.

Name _____

INSTRUCTIONS: Have students write the nouns in the box under the correct heading.

Word Bank

I'D LIKE TO BE • LEVEL K • 2

doctor waitress Miss Hansen tennis player
lake Natasha Wisconsin Principal Glass

Common Noun

Proper Noun

SKILL: PROPER NOUNS

Name _____

INSTRUCTIONS: Have students cut out the words and form compound words. Have them write the new words on a separate sheet of paper.



mail

box

school

man

lunch

yard

out

teacher

back

side

I'D LIKE TO BE • LEVEL K • 3

SKILL: COMPOUND WORDS

LEVELED READER • K

Animals, Animals



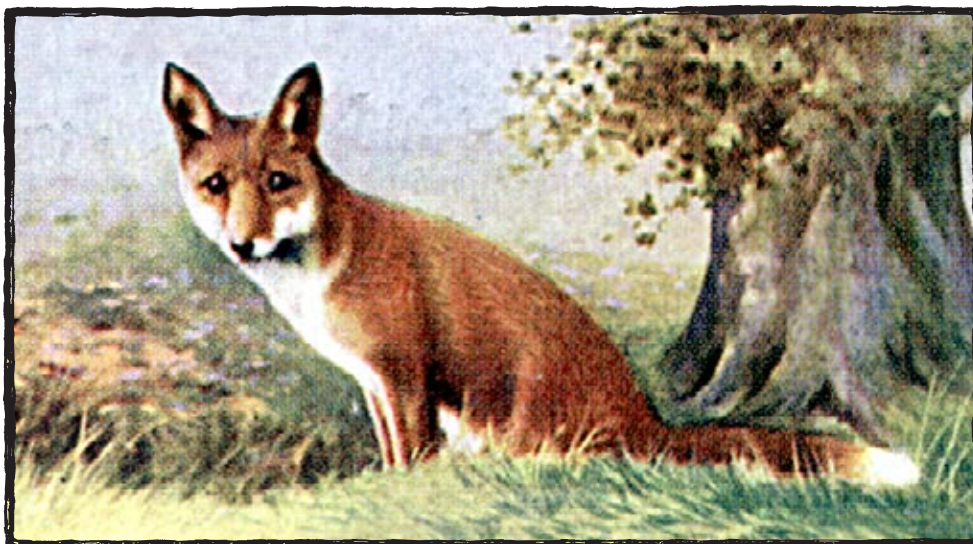
Written by Cheryl Ryan

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**Multi
level
E H K**

Animals, Animals

A Reading A-Z Level K Leveled Reader • Word Count: 268



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Animals, Animals



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18	DRA
17	Reading Recovery
J	Fountas & Pinnell

Correlation
LEVEL K

Animals, Animals
Level K leveled Reader
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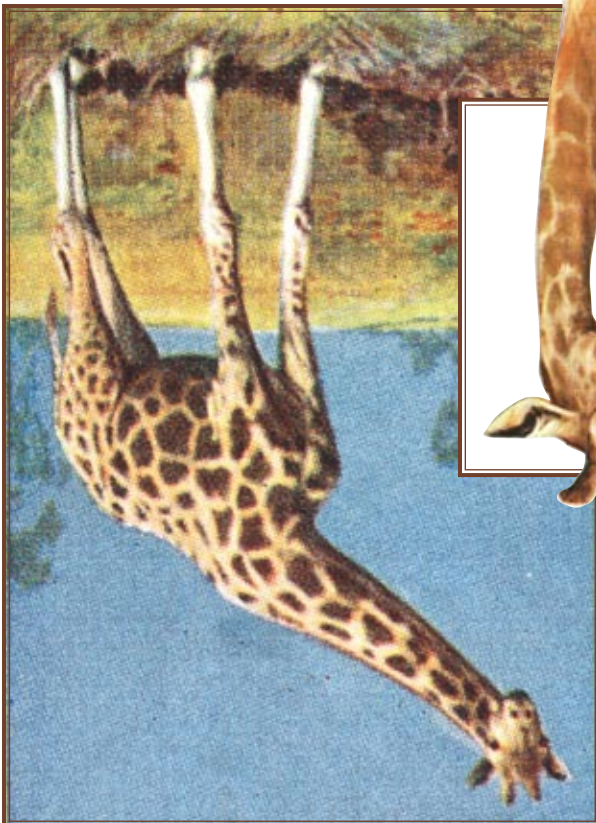
There are many kinds of animals.

The **elk** is in the deer family.

Male elk have large antlers.

Elk are excellent swimmers and can run very fast.

3

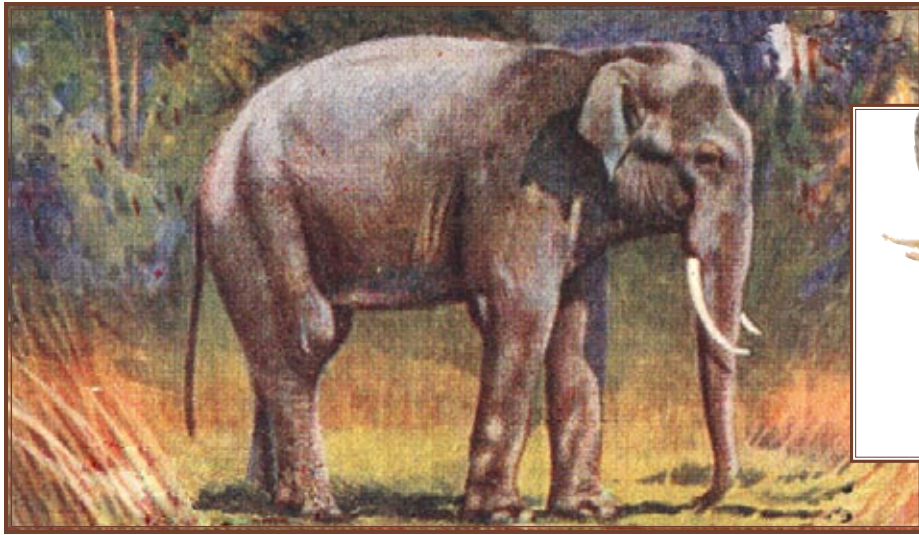


Giraffes are very tall
with long necks.

Giraffes have spots all
over their bodies and short
horns on their heads.

Giraffes live in savannas
and open woodlands.

4



Elephants are the largest land animals alive today.

Elephants have long trunks and ivory tusks.

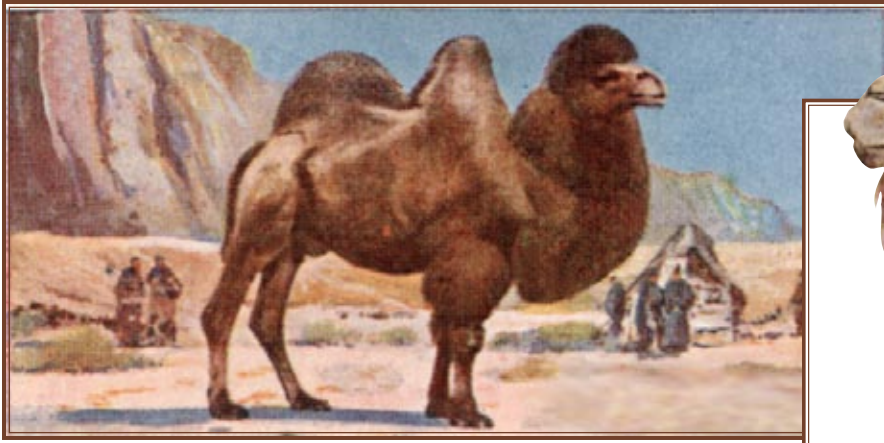
They live in grasslands and forests.

5

6

Snow leopards live on cold mountains.
They have thick fur to stay warm.
They hunt wild goats, sheep, and other animals.





This **camel** has a long winter coat.

When it is well fed, its humps stand up.

The humps fall to one side if the camel has not eaten.

Camels live in both hot and cold deserts.

7

8

Unlike dogs, foxes like to hunt alone.

Foxes eat small animals, insects, fruit, and eggs.

It lives in a burrow.

The **fox** is in the dog family.





The **zebra** is in the horse family.

Zebras have white and black stripes and live in grasslands.

Their manes stand straight up on their necks.

9

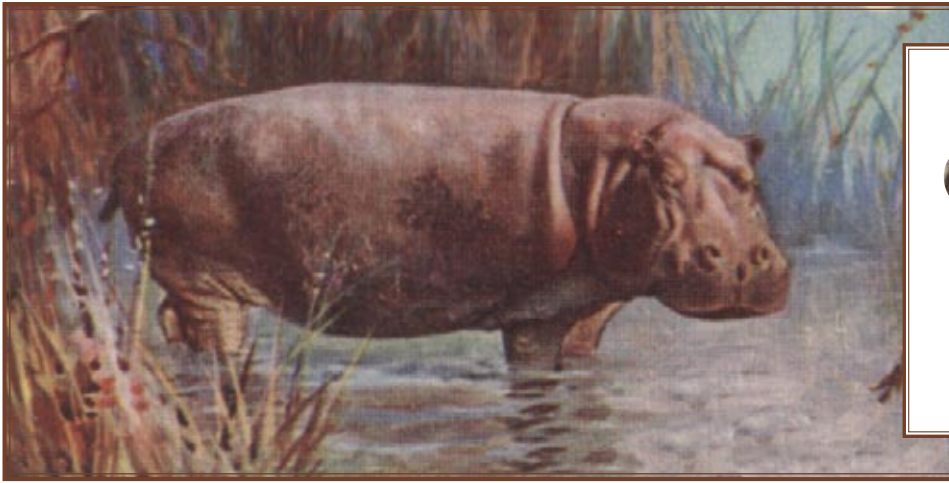
10

Kangaroos eat grass and other plants.

It uses its strong back legs to hop.

The **great gray kangaroo** carries its babies in its pouch.





The **hippopotamus** spends most of its time in water.

It has no hair and eats grass and water plants.

Its eyes and nostrils stick out so that it can see and breathe when under water.

11

12

There are many kinds of animals.

They eat seals, walruses, small mammals, birds, and fish.

They have thick fur.

Polar bears live in cold places.

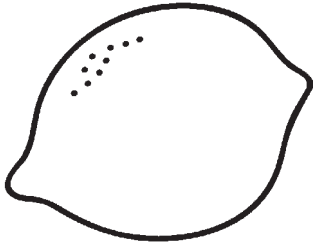


Name _____

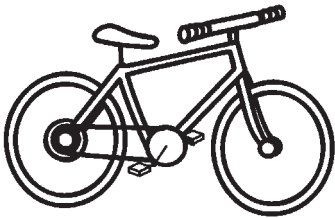
Animal	Detail (animal characteristic, habitat, or diet, for example)

INSTRUCTIONS: After completing the first example as a group, have students record the key facts of the remaining animals in the book.

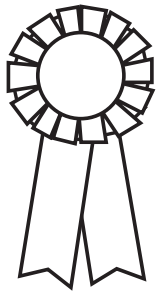
Name _____



lime



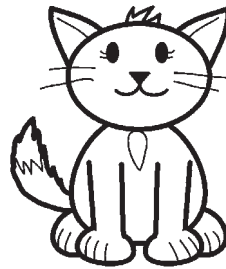
bike



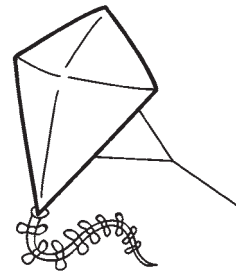
ribbon



line



kitten



kite

INSTRUCTIONS: Have students read each word and circle the words with the long /i/ vowel.

Name _____

1. The hippo made a loud noise.

2. The horse ate some yellow oats.

3. The animals roamed the rolling countryside.

4. Brown and red leaves fell from the trees.

5. Black stripes decorated the zebra's back.

6. The strong zookeeper trained the lions.

INSTRUCTIONS: Have students read each sentence, circle the adjective, and draw a line under the noun it describes.

Summer Olympics Events

A Reading A-Z Level K Leveled Reader

Word Count: 254



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Summer Olympics Events



MULTI
level
H K Q

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Summer Olympics Events



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Correlation

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Fountas & Pinnell	J
Reading Recovery	17
DRA	18



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Glossary	16
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Places where past games have been held:

Munich	1972	Barcelona	1992
Montreal	1976	Atlanta	1996
Moscow	1980	Sydney	2000
Los Angeles	1984	Athens	2004
Seoul	1988	Beijing	2008

The Summer Olympic Games

The Summer Olympics are held every four years.

They are held in different cities around the world.



Athletes walk in a parade at the start of the Games.

Athletes at the Games compete to win medals for their countries.

They participate in hundreds of events.

Let's look at some events.



swimming



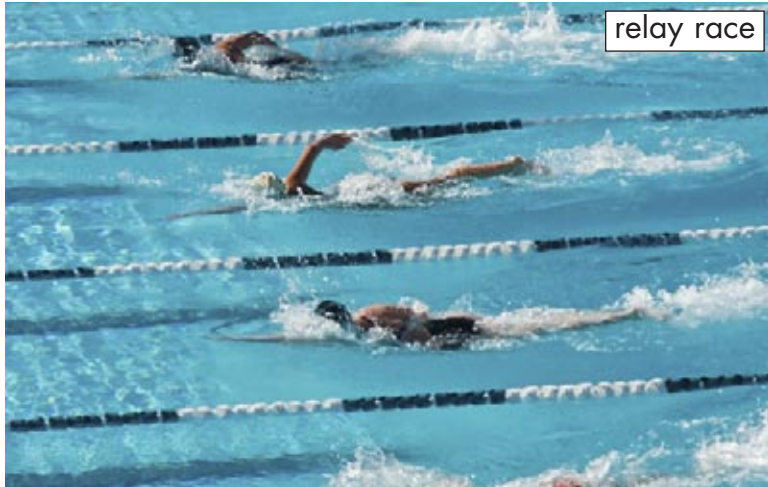
water polo

Water Sports

One water sport is swimming.

Some swimming races are short, and swimmers swim only two lengths of the pool.

Other races are longer.



relay race



breaststroke



backstroke



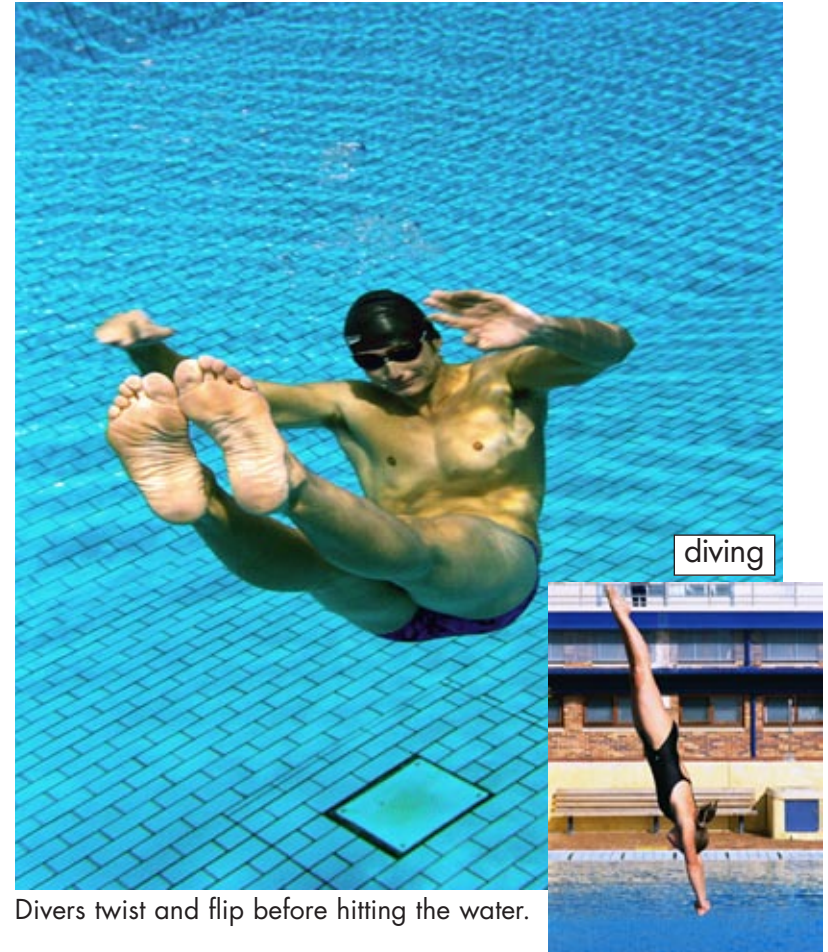
butterfly stroke



freestyle

Some swimming races use only one kind of stroke.

In one race, swimmers can choose the type of stroke they want to use.



diving

Divers twist and flip before hitting the water.

Diving is another water sport. In diving events, divers jump from high above the water. They twist, flip and turn while in the air. They get points for how well they dive.



Many Olympic events take place on the track and field.

Track and Field

Track and field events include running, throwing, and jumping competitions.

The **marathon** is the longest running event.

The shortest races are called **dashes**.



hammer throw



discus



shot put



javelin

In throwing events, athletes throw objects as far as they can. People competing in these events must be very strong.



In jumping events, athletes jump high or far.

In the high jump, athletes leap over a bar.

The bar is raised higher and higher until only one person can jump it.

In the long jump, athletes leap as far as they can.



Gymnastics

Gymnasts leap, flip, and twirl through the air.

They need strength, skill, and perfect timing.



Only women compete in the balance beam event.

They must balance on the beam while they turn and flip.



A gymnast's arms and shoulders need to be strong to do the rings.

Only men compete in the rings event.

They hold onto the rings and flip their bodies in circles.

Summer Olympic Sports



Archery	Modern Pentathlon
Badminton	Rowing
Baseball	Sailing
Basketball	Shooting
Boxing	Softball
Canoe/Kayak	Table Tennis
Cycling	Taekwondo
Equestrian	Tennis
Fencing	Track and Field
Football	Triathlon
Gymnastics	Volleyball
Handball	Water sports
Hockey	Weightlifting
Judo	Wrestling

Event Categories

The Summer Olympics include 28 sports with hundreds of events. Which events do you like?

Glossary

athletes (<i>n.</i>)	people who play sports (p. 5)
dashes (<i>n.</i>)	short running events (p. 9)
gymnasts (<i>n.</i>)	people who leap, flip, and twirl through the air (p. 12)
marathon (<i>n.</i>)	a very long running race (p. 9)

Index

diving, 8
gymnasts, 12
jumping events, 11
rings, 14
running events, 9
stroke, 7

Name _____

INSTRUCTIONS: Have students cut out the pictures at the bottom of the page. Then have them paste each picture in the correct column according to where the sport is played.

In Water	On a Track or Field	In a Gym



Name _____

INSTRUCTIONS: Read each base word. Have students circle the correct plural form.

base word	add -s	or	add -es
1. watch	watchs		watches
2. contest	contests		contestes
3. runner	runners		runneres
4. judge	judges		judgees
5. trip	trips		tripes
6. wish	wishs		wishes
7. rule	rules		rulees
8. member	members		memberes

Name _____

INSTRUCTIONS: Read each sentence with students. Have them circle the correct label according to how the underlined number word is used.

quantity
(how much or how many)

position
(place order)

1. My project came in second
place in the contest.

quantity

position

2. I should not have had three
pieces of cake!

quantity

position

3. My aunt sent me a gift of
forty dollars.

quantity

position

4. The bus stop is on the fifth
street from mine.

quantity

position

5. Out of the eleven shirts,
the third one is my favorite.

quantity

position

LEVELED READER • K

How Glooskap Found Summer



Based on an Algonquin Folktale
Illustrated by Maria Voris

**Multi
level
I K Q**

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How Glooskap Found Summer

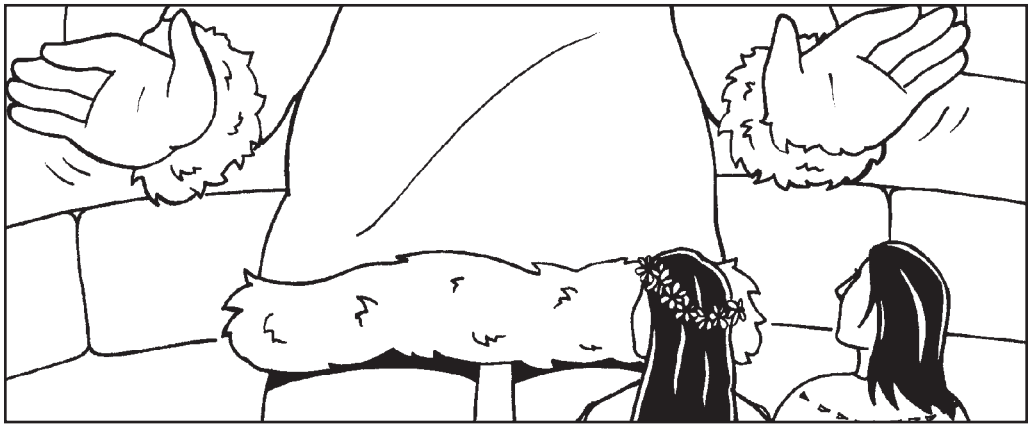
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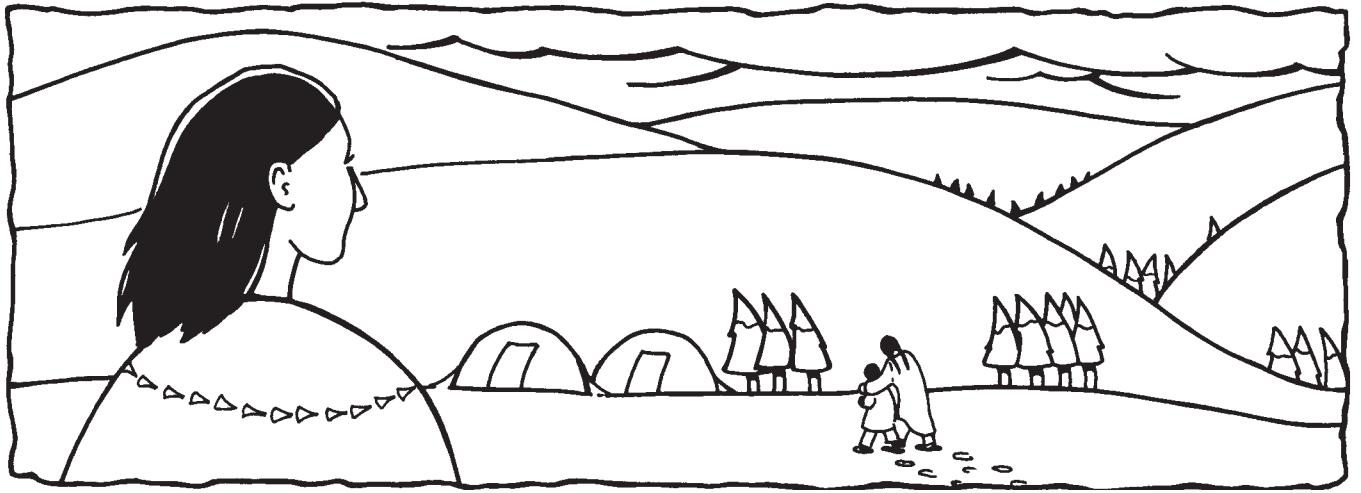
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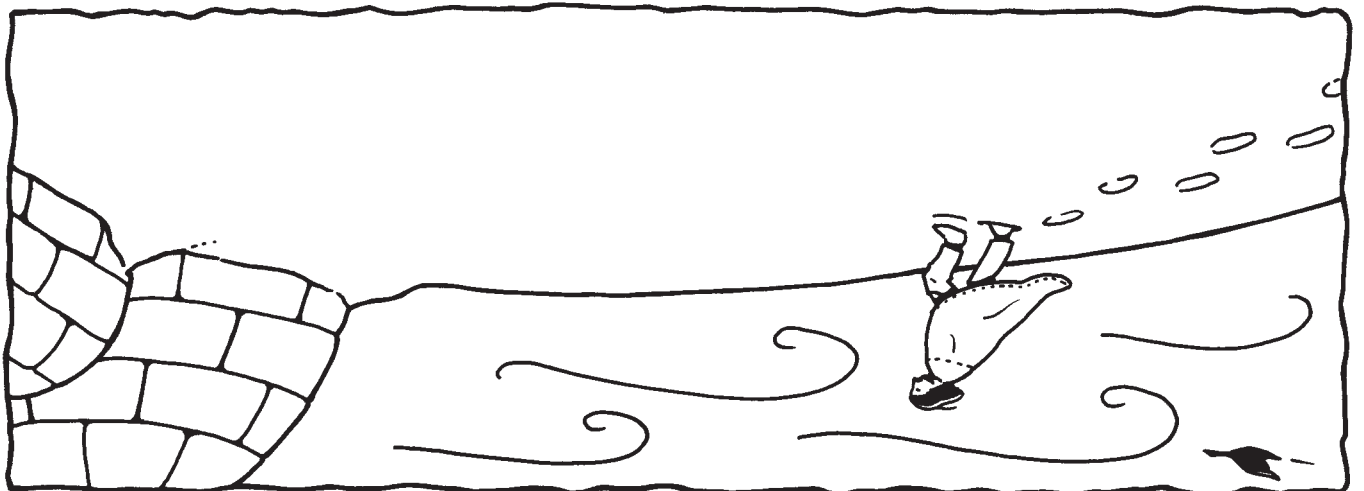


Long ago, it grew very cold. Ice and snow covered the land.
Fires could not keep people warm, and corn could not grow.
Glooskap, the leader of the people, had to do something.

3

4

Glooskap traveled far to the north.
Everywhere he looked was cold and white with snow. He came
to a house made of solid ice where a giant named Winter lived.





Winter greeted Glooskap and invited him inside his house.

Winter began to tell stories of the time when he ruled the Earth. Soon Glooskap fell asleep under Winter's spell.

But Glooskap's messenger, Tatler, woke him.

5

6

"Wake up, Glooskap!" said the bird. "In the south, you will find a woman who can defeat Winter," said Tatler. Glooskap traveled far to the south. He came to a land where it was warm and sunny.





Grass grew and flowers bloomed in the beautiful land.

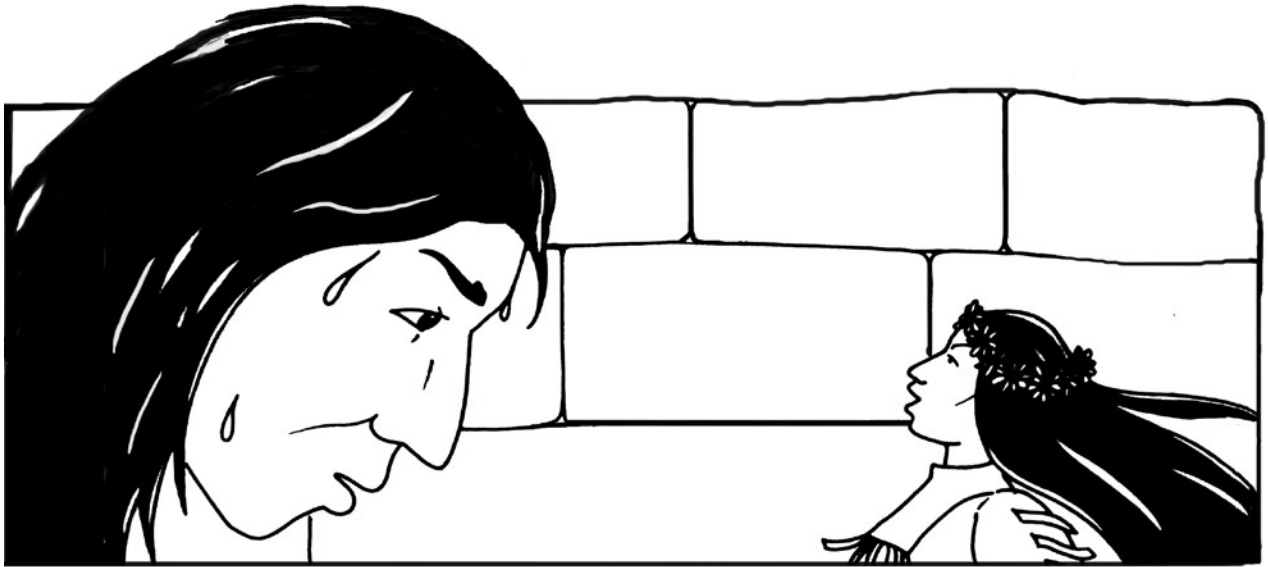
Glooskap saw spirits dancing in a circle. At the center of the circle was Summer. She wore a crown of flowers in her long brown hair.

7

8

Glooskap asked Summer to come north with him.
She followed him to Winter's house of ice. Winter invited them
in and asked them to sit down. He began to tell stories again.





But Winter's spells could not capture Summer. She began to chant her own spell, and sweat ran down Winter's face.

"I am stronger than you," said Summer.

9

10

"You must leave this land and thaw your icy breath," she said. Winter wept, and his tears became rivers of melted snow and ice. The corn grew, and flowers bloomed again.



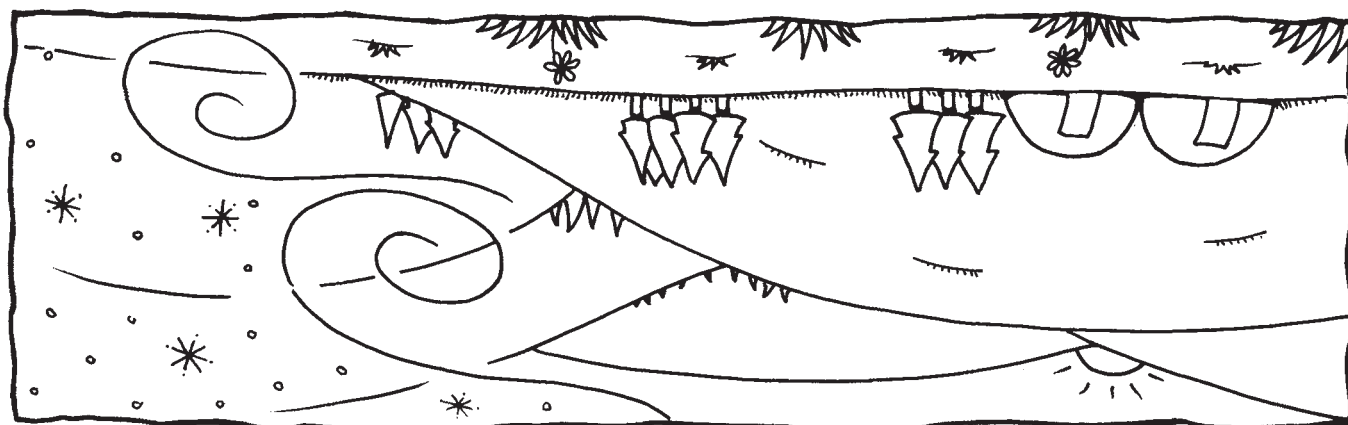


Summer told Winter, "You will have your own land in the north. It will always be winter there. You may come and visit other lands for part of the year. But in the spring, I will drive you out."

11

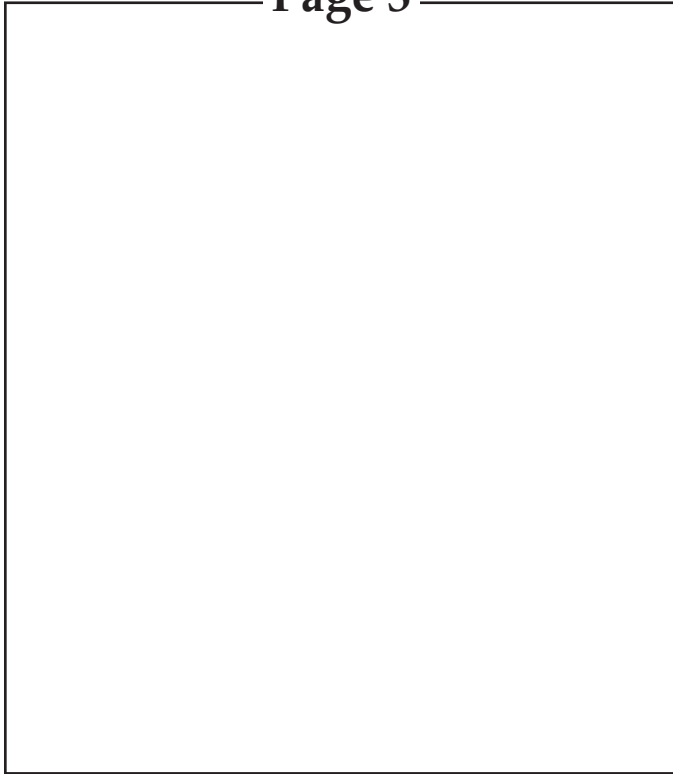
12

Since that day, Winter has ruled for part of the year. But every spring, Summer drives him away. Sometimes it seems as if winter will never end. But Summer is stronger than Winter. Spring will always come.

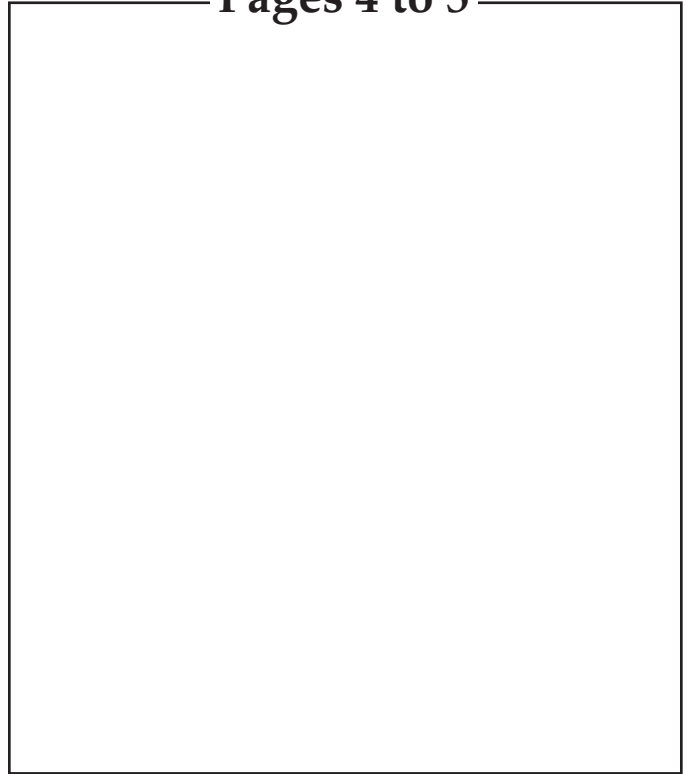


Name _____

Page 3

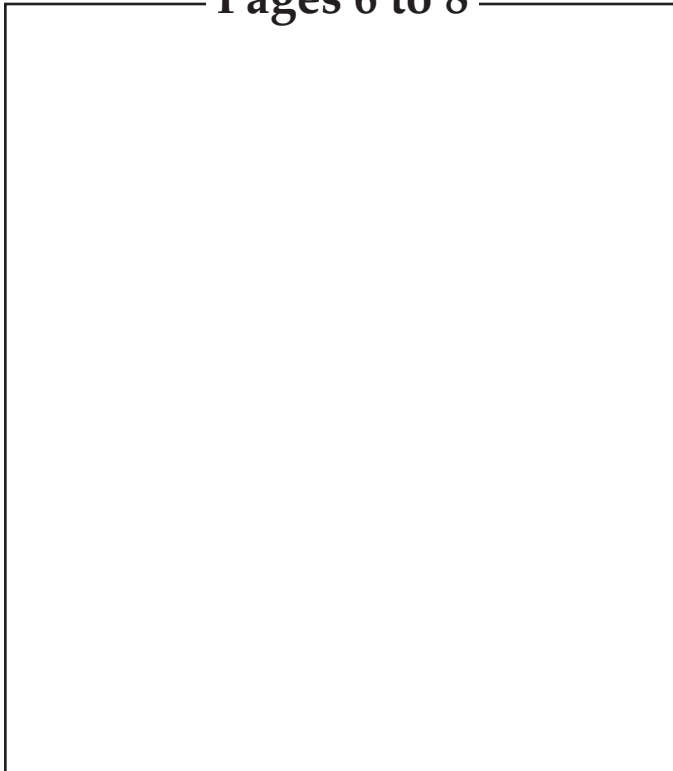


Pages 4 to 5

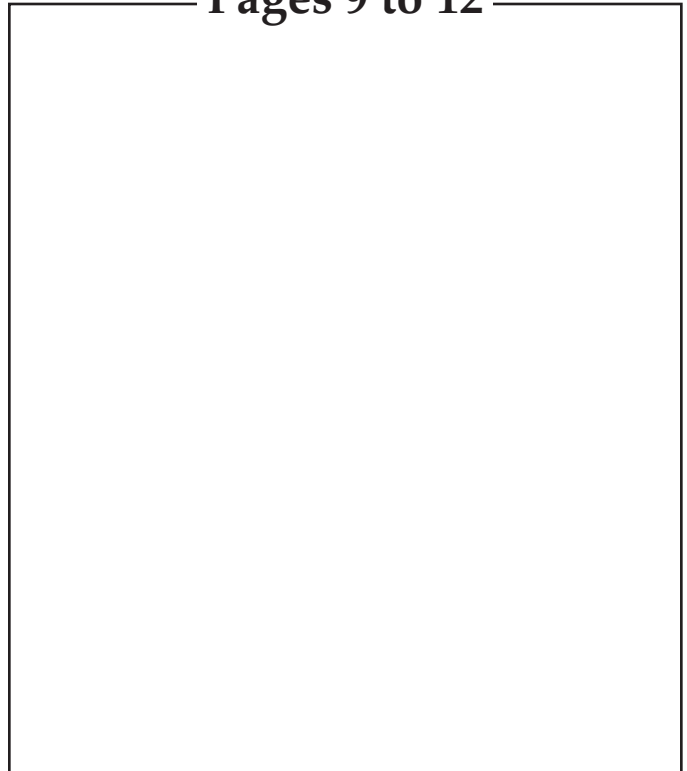


HOW GLOOSKAP FOUND SUMMER • LEVEL K • 1

Pages 6 to 8



Pages 9 to 12



SKILL: VISUALIZE

INSTRUCTIONS: Have students draw what they visualized in their mind for the pages indicated above each box.

Name _____

Cause: _____ _____ _____	Effect: _____ _____ _____
Cause: _____ _____ _____	Effect: _____ _____ _____
Cause: _____ _____ _____	Effect: _____ _____ _____
Cause: _____ _____ _____	Effect: _____ _____ _____
Cause: _____ _____ _____	Effect: _____ _____ _____
Cause: _____ _____ _____	Effect: _____ _____ _____

INSTRUCTIONS: Write the causes and effects in the correct sequence in the boxes below in order to show how one event affects another.

Name _____

Yesterday	Today	Tomorrow
	cover	
	travel	
	grow	
	follow	
	begin	
	melt	



INSTRUCTIONS: In the column to the left, write the verb as if it happened yesterday. In the column to the right, write the verb as if it will happen tomorrow.

Name _____

INSTRUCTIONS: Match words from the left-hand column with words from the right-hand column to create compound words found in *How Glooskap Found Summer*. Then write the compound words you created on the lines below.

some

side

every

times

in

thing

some

where

INSTRUCTIONS: Think of other compound words you know, and write them in the box.

birthday

workshop

I Fly Hot-Air Balloons

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Word Count: 419

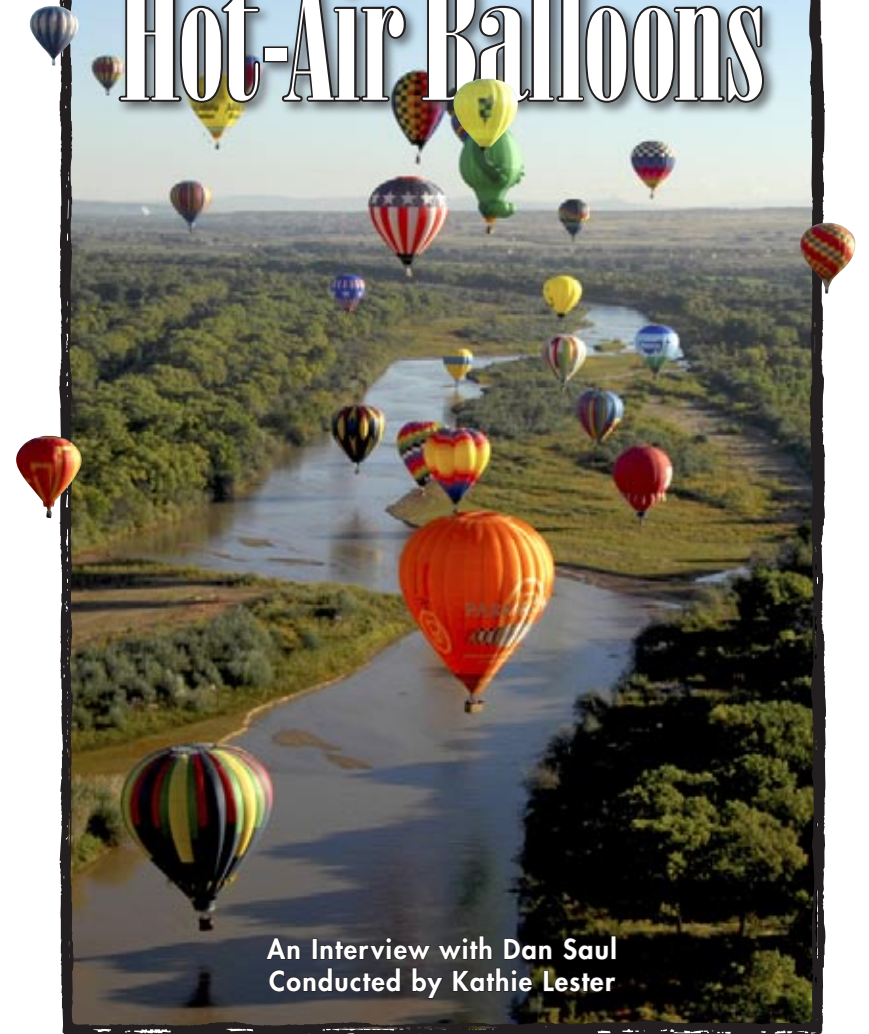


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I Fly Hot-Air Balloons



An Interview with Dan Saul
Conducted by Kathie Lester

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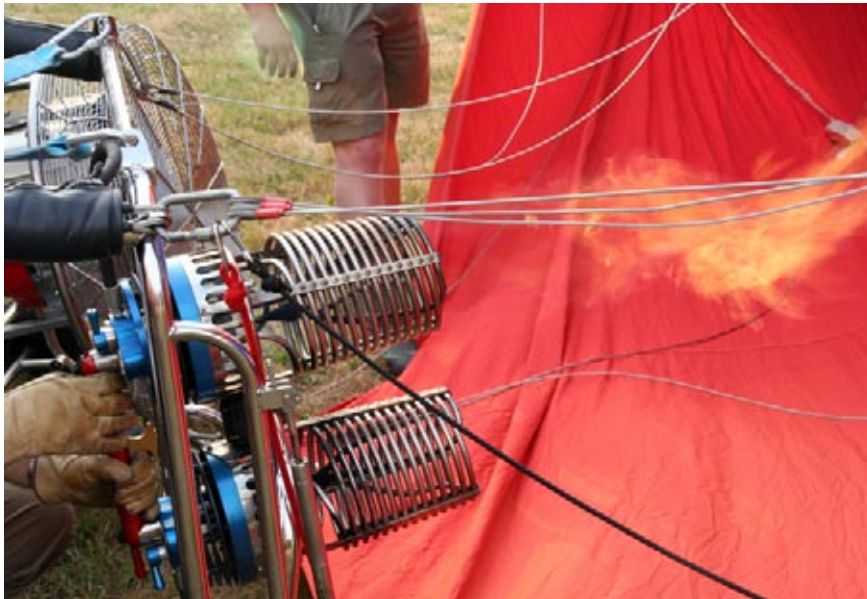


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Introduction

Flying hot-air balloons is a fun and beautiful sport. Bright balloons fly slowly and silently through the air. Dan Saul has been flying hot-air balloons since 1979.

The Balloon

Interviewer: How does a hot-air balloon fly?

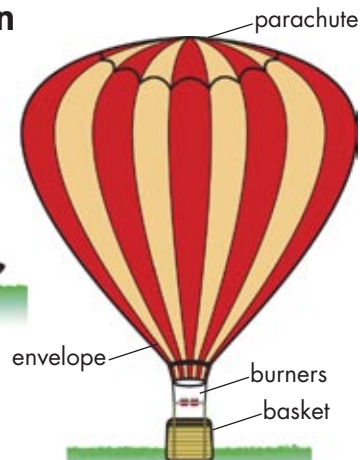
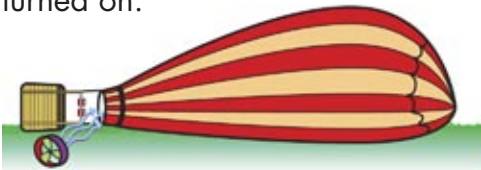
Dan: A balloon flies because it's full of hot air. Hot air rises when the air around it is cooler. The pilot blows up the balloon with a strong fan. Then a large burner heats the air inside the balloon.

Blowing Up a Hot-air Balloon

1 Crew members carefully spread the envelope and check to make sure nothing is twisted.



2 A fan starts blowing up the balloon and then burners are turned on.



3 Now the crew can guide the balloon to stand upright.



Do You Know?

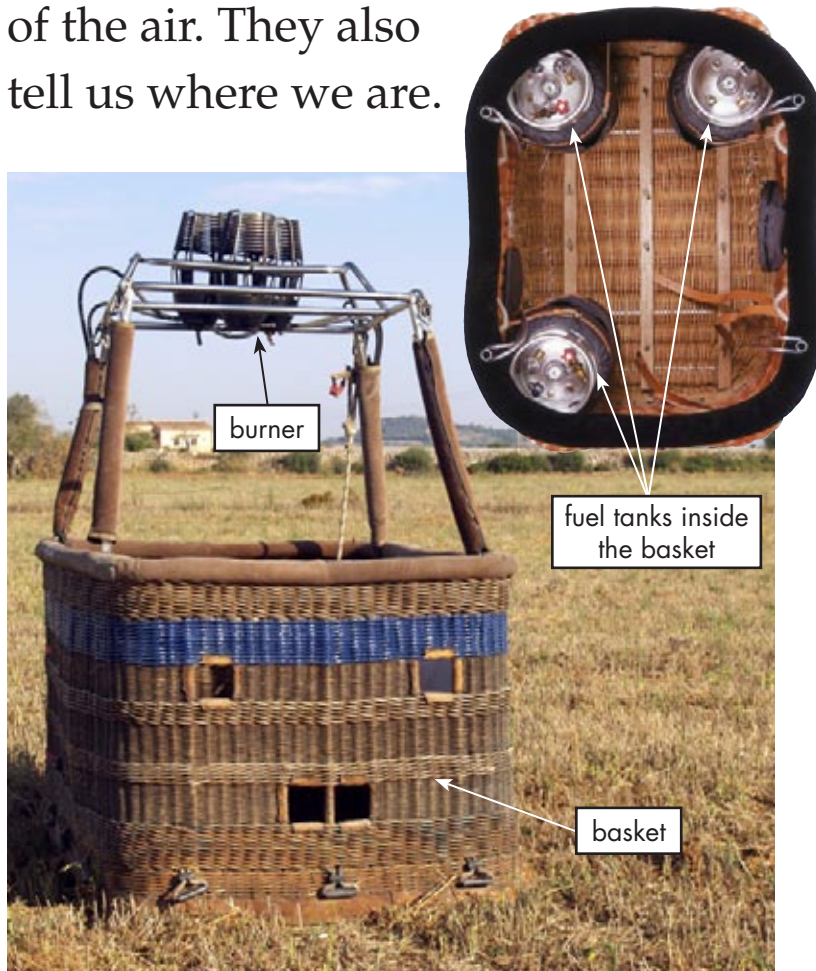
A hot-air balloon can be as big as four houses! The baskets usually carry three to five people, but they come in many sizes. There are smaller balloons built for one person. And there are big ones for up to twenty-two people.

Interviewer: What's the balloon made of?

Dan: It's made of strong **nylon** that doesn't tear easily.

Interviewer: What do you carry in the basket?

Dan: We carry **fuel** tanks, tools, and people. The tools tell us how high the balloon is and the temperature of the air. They also tell us where we are.



Flying

Interviewer: How do you steer?

Dan: The wind goes in different directions at different heights. We go up and down to find wind that goes the way we want to go. We fly just after sunrise or before sunset. That's when the winds are best.

Interviewer: How do you make the balloon go up and down?

Dan: There is a hole at the top of the balloon. We can open and close it with a cord. To go down, we open the hole to let out hot air. To go up, we close the hole.



The parachute, or center circle of fabric at the top of a hot-air balloon, opens and closes to move a balloon up and down.



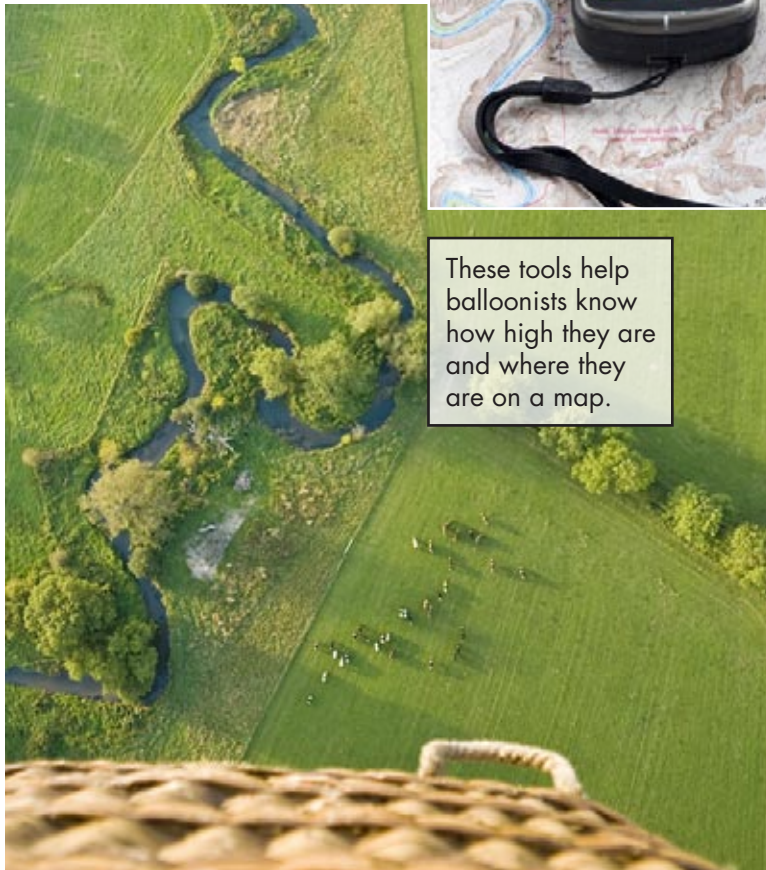
Special hot-air balloons can fly very high.

Interviewer: How high can you go?

Dan: Some people take balloons ten miles in the air. They have to wear **oxygen** tanks so they have enough air to breathe. But most stay within two miles of the surface.

Interviewer: How do you know where you are?

Dan: We use radio signals from **satellites** and then follow on a map.



These tools help balloonists know how high they are and where they are on a map.

Adventure

Interviewer: How did you start flying hot-air balloons?

Dan: I fixed balloons before I flew them. My first flight was so much fun that I just kept doing it!



Do You Know?

Many cities hold balloon festivals each year. Pilots come to fly their balloons, and people come to see many beautiful balloons in the air at once.



Balloons over the Mississippi River

Interviewer: What is the longest trip you ever took in a balloon?

Dan: My longest balloon trip was 55 miles. I flew right up the Mississippi River. Some people go on much longer trips.



Hot-air balloons can hover a few feet off the ground or hundreds of feet.

Interviewer: Is it dangerous to fly a hot-air balloon?

Dan: No, it's a safe sport. A balloon is like a big pillow. We make sure the weather will be good before we fly so we stay safe.

Interviewer: Are you ever scared when you fly?

Dan: No, I find it exciting. I like flying best in the fall when the leaves are different colors. The **scenery** is beautiful from high in the air.



Glossary

fuel (<i>n.</i>)	anything used to make heat or power (p. 7)
nylon (<i>n.</i>)	a strong, slippery, human-made fabric (p. 6)
oxygen (<i>n.</i>)	a gas that has no color, taste, or smell and that people need to live (p. 10)
satellites (<i>n.</i>)	objects that orbit Earth or another body in space (p. 11)
scenery (<i>n.</i>)	the features of a landscape (p. 15)

Index

basket, 7	nylon, 6
burner, 5	steer, 8
Mississippi River, 13	wind, 8

Name _____

Instructions: Do the first section together. Then have students reread the section titled "Adventure" and record the main idea and details. Have them use the details to write a summary of this section.

Flying

Main Idea	Details

I FLY HOT AIR BALLOONS • LEVEL K • 1

Adventure

Main Idea	Details

SKILL: MAIN IDEA AND DETAILS/SUMMARY



Summary

Name _____

Instructions: Have students circle the words that have the /oo/ sound. Then have them write an original sentence using a word that has the /oo/ sound.



Balloon



goose

taxi





raccoon

moon





chair

basket



Name _____

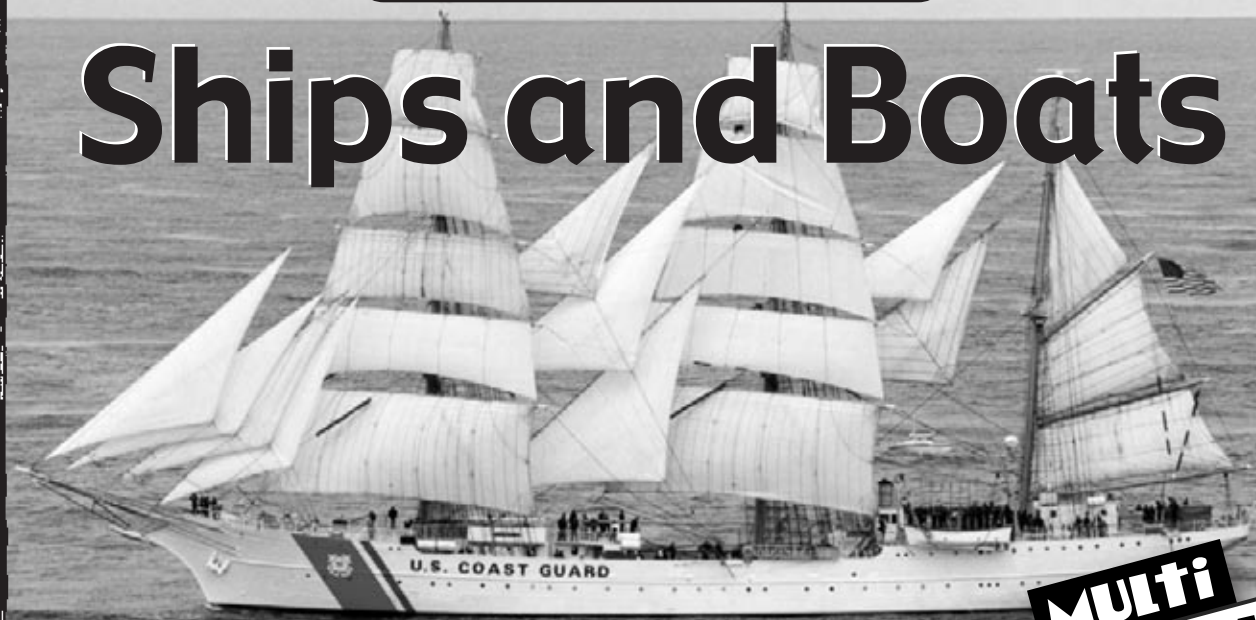
Instructions: Have students underline the adjective in each sentence and circle the noun it describes. Then ask them to write a sentence about balloons and use at least one adjective.

1. Bright balloons fly in the air.
2. The pilot blows air in the balloon with a strong fan.
3. The air is heated with a large burner.
4. Balloons are made from strong nylon.
5. The pilot opens the hole to let out hot air.
6. A balloon is like a big pillow.
7. Some people take balloons ten miles in the air.

My Sentence:

LEVELED READER • K

Ships and Boats



Written by Ned Jensen and Elizabeth Austin

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**Multi
Level
H K R**

Ships and Boats

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Ships and Boats



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Front cover: U.S. Coast Guard training ship
Back cover: Motorboat and cruise ship
Title page: Ocean liner

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Modern Ships and Boats	11
Special Ships and Boats	13
Conclusion	16

3

4

Boats continue to get bigger and faster.

way to move things.

Before cars, trains, or airplanes, boats were the fastest

Ships and boats carry people and goods over water.

Introduction





dugout canoe

Early Ships and Boats

The first boats were carved from single logs.

People used poles to push the boats.

5

6

They push against the water, moving the boat forward.

flat ends.

Paddles and oars are long pieces of wood with broad,

Other boats used paddles or oars.



South American reed boat



canoe

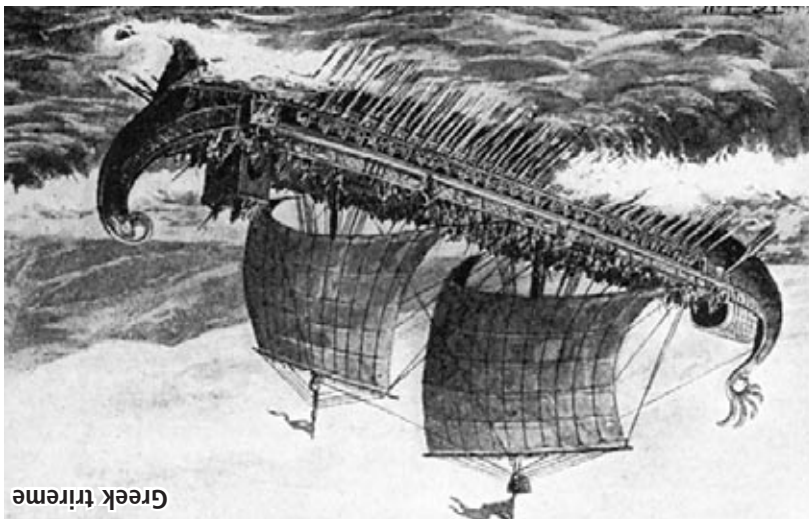
Later, people made boats with wooden **frames**.

They covered the frames with bark or animal skins.

7

8

Frame boats were larger than log boats.
 Many people could row at the same time.
 Some frame boats carried hundreds of rowers.



Greek trireme



viking ship

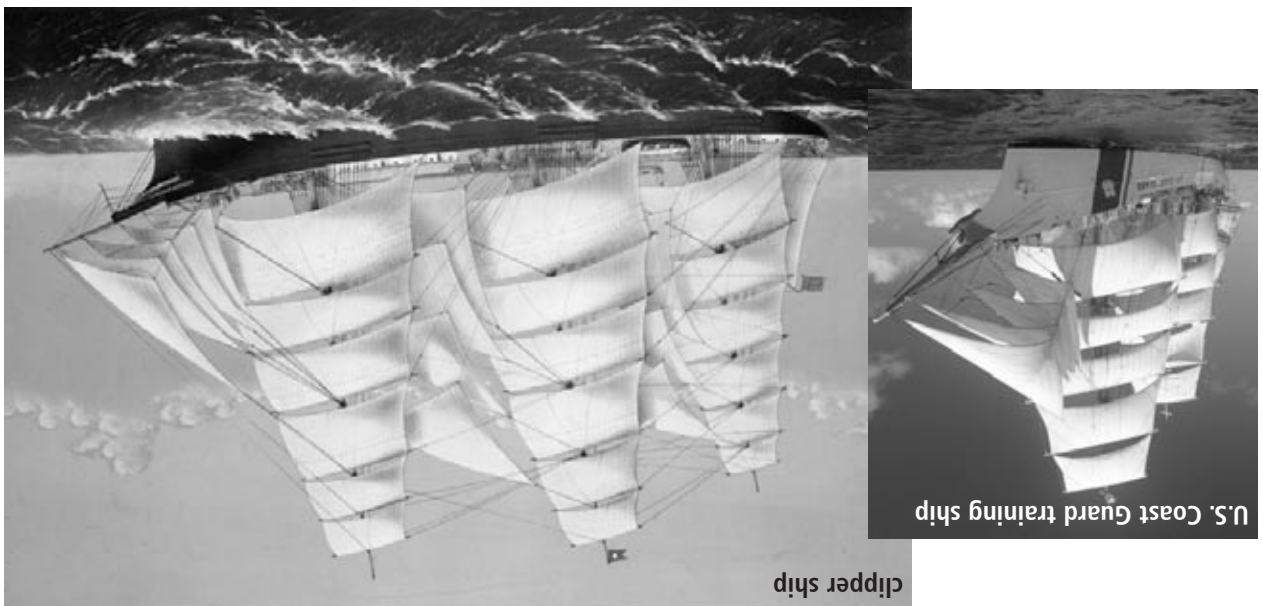


Sails made from strong cloth were also used to move boats.
The sails caught the wind, and the wind pushed the boat.

9

10

As ships became bigger, they needed more sails.
Sailing ships carried **explorers** all around the world.





Modern Ships and Boats

Today, many boats are made of metal and plastic.

Many ships and boats use engines to turn **propellers**.

The propellers push the boat through the water.

11

12

or oars.

Many boats that carry one or two people still use paddles

People still use smaller boats for fishing, fun, and sport.



cruise ship



Special Ships and Boats

Cruise ships are like floating hotels. They can carry thousands of people. Huge tankers carry oil and gas over the ocean.

13

14

Fireboats put out fires on other ships.

Ferryboats carry cars and people short distances.

Tugboats push and pull larger ships.





aircraft carrier



submarine

The navy uses many ships and boats, large and small.
Submarines move under the water.

Planes and helicopters take off and land on aircraft carriers.

15

16

people who like to visit and learn about
new places (p. 10)
structures that give shape and strength to
objects (p. 7)
things that can be bought and sold (p. 4)
rotating blades connected to an engine
that push a boat through the water (p. 11)

Glossary

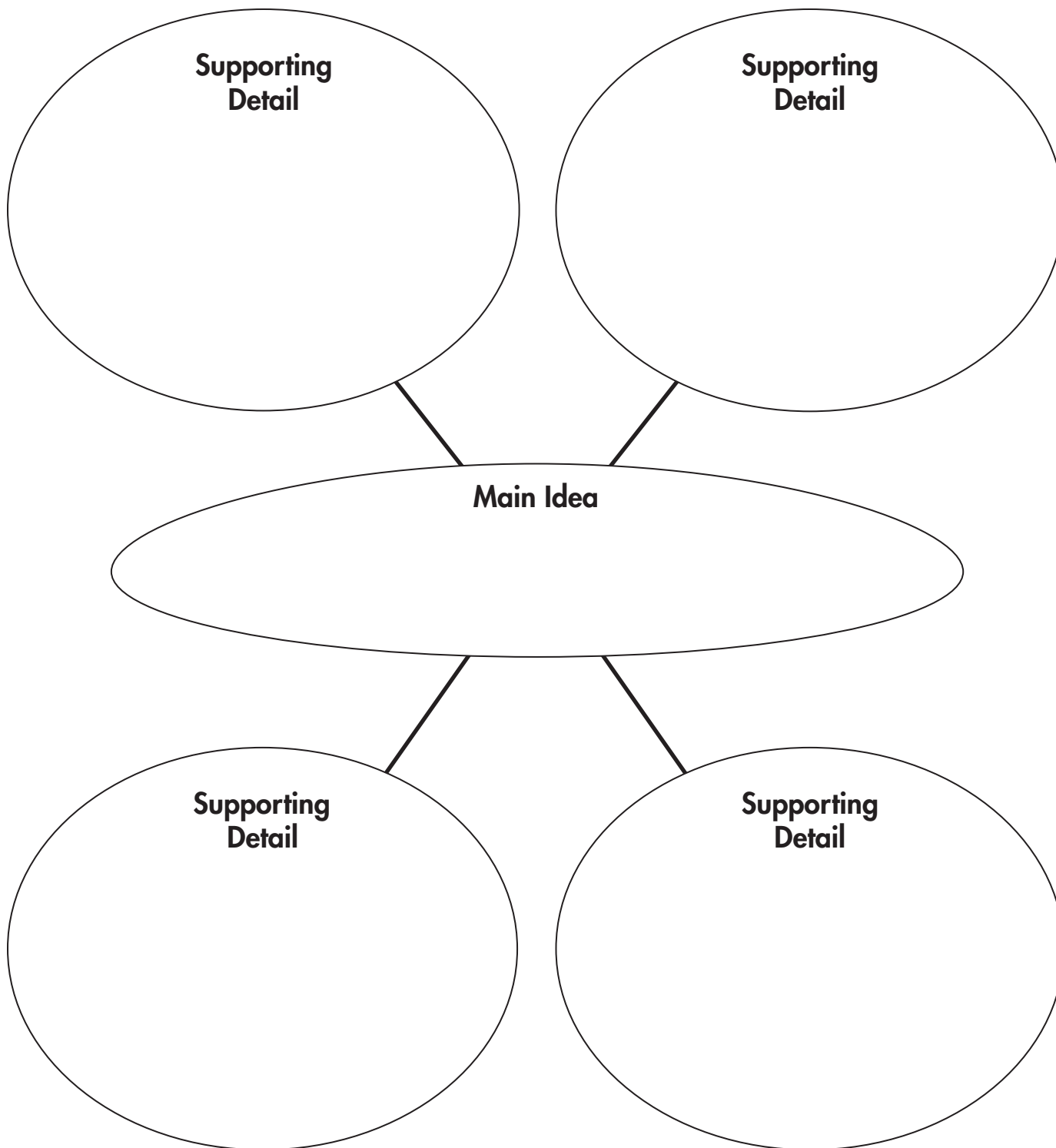
Ships and boats have changed a lot over the years. But
they are still an important way to move people and things
quickly over the water.

Conclusion

explorers (n.)
frames (n.)
goods (n.)
propellers (n.)

Name _____

INSTRUCTIONS: Write the main idea for the section titled "Special Ships and Boats" in the center of the web. Record the supporting details in the surrounding circles.



Name _____

INSTRUCTIONS: Read the sentences below. Find the comparative or superlative adjective in each sentence and circle it. On the line, identify it by writing either *comparative* or *superlative*.

1. Ships and boats were once the fastest way to move things.

2. Frame boats were larger than log boats.

3. The oars were longer than paddles. _____

4. Motorboats are faster than sailboats. _____

5. Rowboats are some of the smallest boats.

6. As ships became bigger, they needed more sails.

7. People still use smaller boats for fishing, fun, and sport.

Name _____

INSTRUCTIONS: Below are words taken from *Ships and Boats*. Cut along the dotted lines to separate the boxes. Then move the boxes around on a flat surface to arrange the words in alphabetical order.

paddles	ship
frames	coasts
goods	motors
water	sails
oars	boat

Barack Obama

A Reading A-Z Level K Leveled Reader

Word Count: 372



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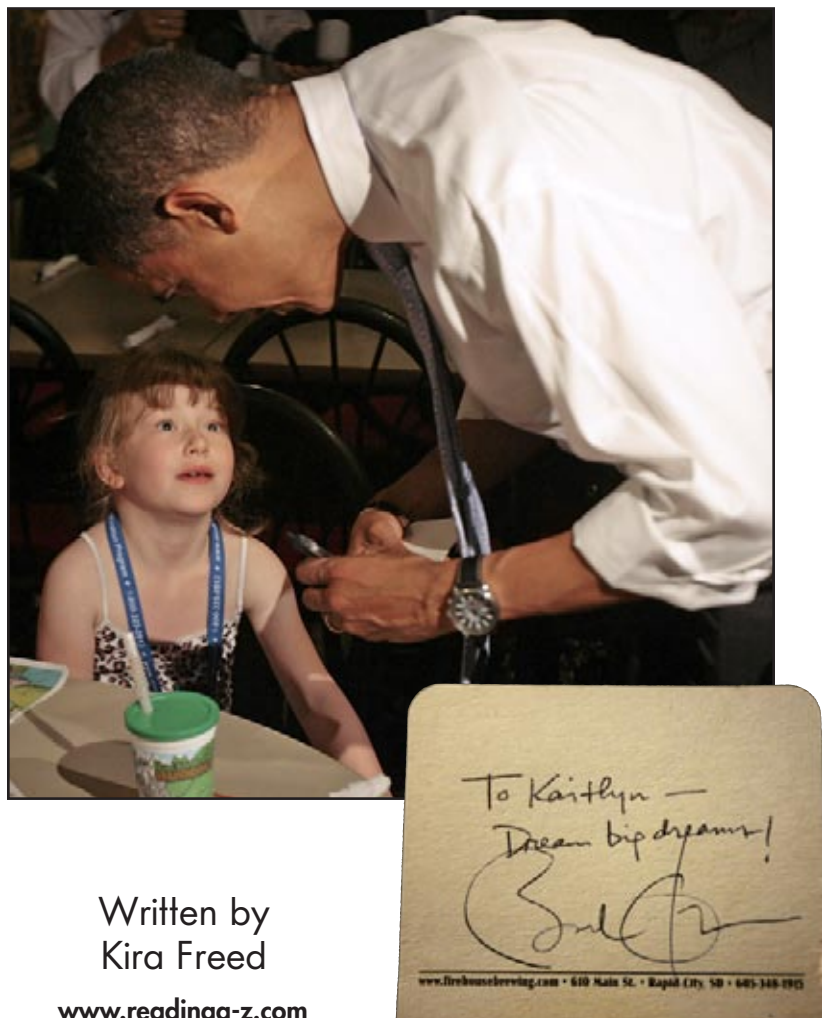
Barack Obama

Written by Kira Freed
Edited by Katherine Burdick and Racheal Rice

MULTI
level
K O S

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Barack Obama



Written by
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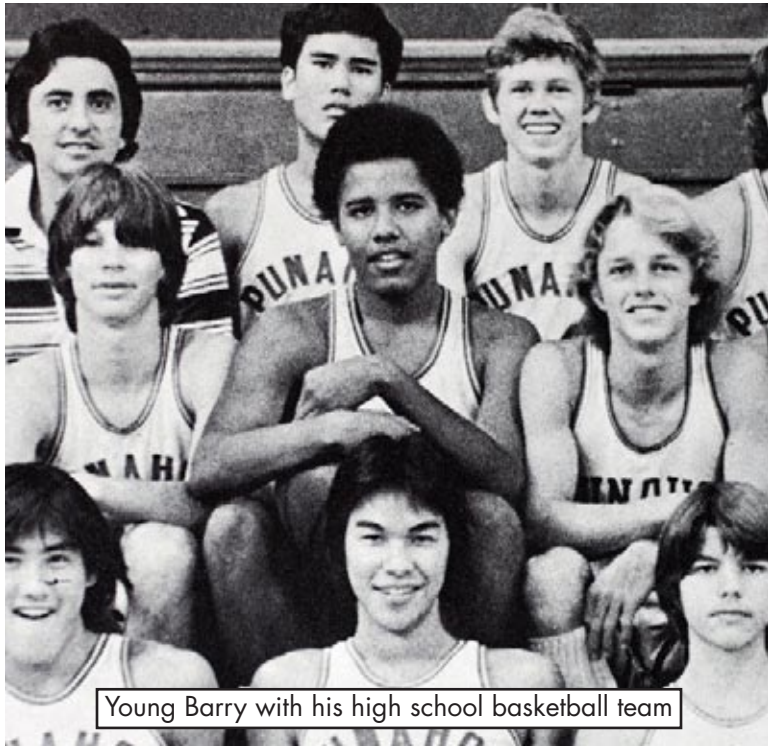
Barack Obama
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Correlation

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Young Barry with his high school basketball team

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A Big Job

Did you ever think about being president of a country? Do you wonder why someone would want such a big job?

Barack Obama was **elected** president of the United States in November 2008.

Growing Up

Barack was born in 1961 in Hawaii. People called him Barry when he was young.

His mother was a white woman from the United States. His father was a black man from an African country.



Barack as a boy with his mother, Ann

Barry's father left when Barry was very young.

Later, his mother married a man from a country in Asia. Barry's family moved to that country. Many people there were very poor.



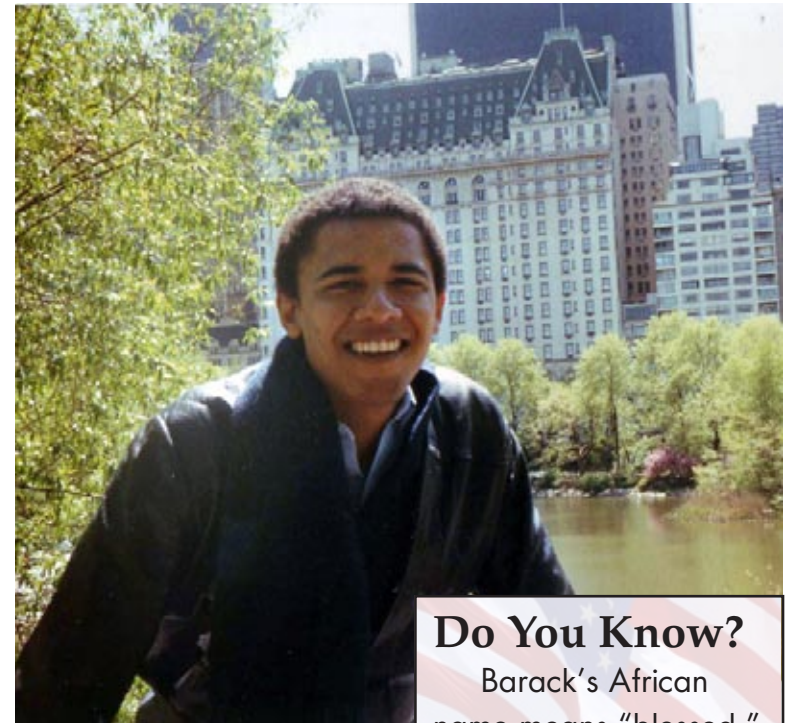
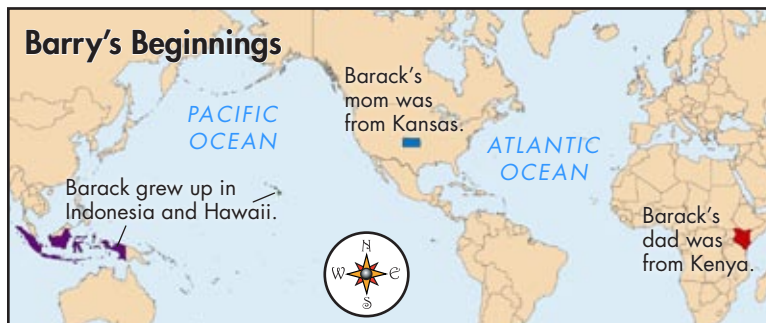
Barack as a boy with his father, Barack Sr.



Barry's grandparents were proud when he finished high school.

Barry moved back to Hawaii at age ten. He lived with his grandparents until he finished high school.

Barry lived in many homes and many **cultures**. He did not know where he belonged in the world.



Barack at college in New York

Do You Know?

Barack's African name means "blessed."

Finding His Way

Barry left Hawaii in 1979. He moved away to go to another school.

He started to use his African name, Barack. He started to see that he was African American and white. He did not have to choose between the two.

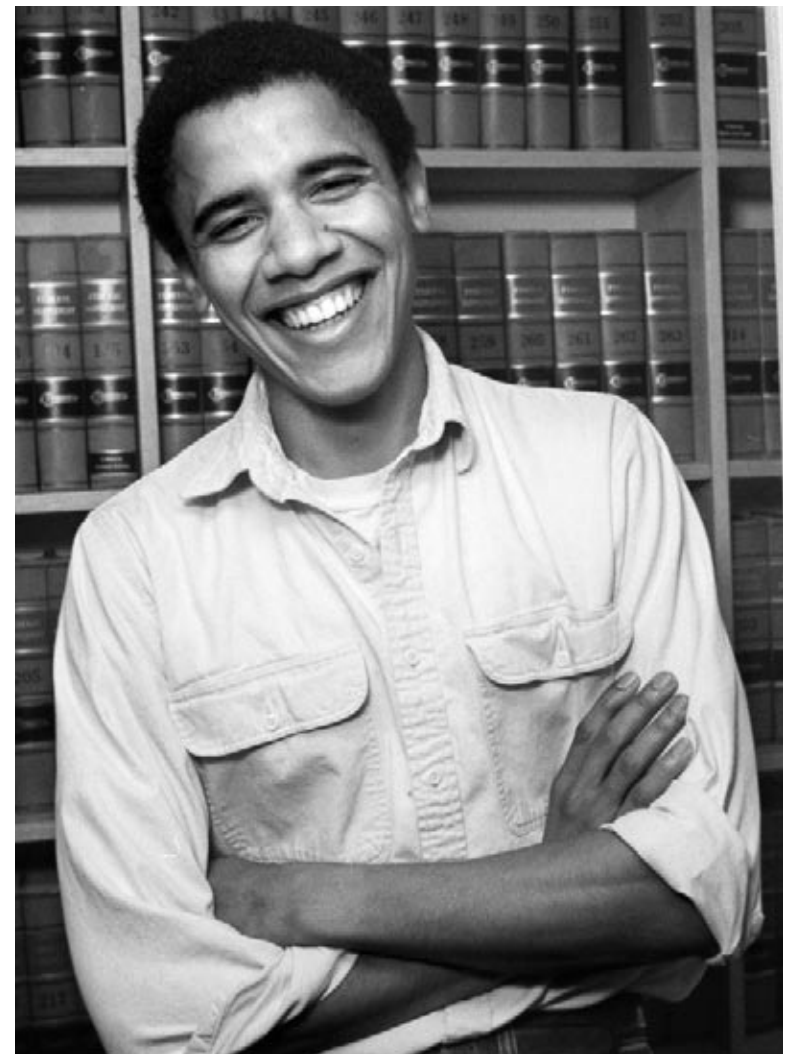
Barack wanted to help poor people have better lives.

He moved to Chicago. He helped people learn about new jobs.

But he wanted to help even more.



Barack helped people in this Chicago neighborhood.



Barack at Harvard Law School

Barack wanted to become a **lawyer**.
He wanted to help change laws.

He moved to Boston and studied law.

After Barack became a lawyer, he moved back to Chicago.

He helped change laws to make life better for poor people.

Do You Know?

Barack met a lawyer named Michelle Robinson when he moved back to Chicago.

They married the next year. They have two daughters, Malia (Mah-LEE-uh) and Sasha.



In Government

Barack wanted to help even more.

He became part of the **government** of his state. Later, he became part of the government in Washington.



Barack campaigned for U.S. Senate in 2004. His family campaigned with him.

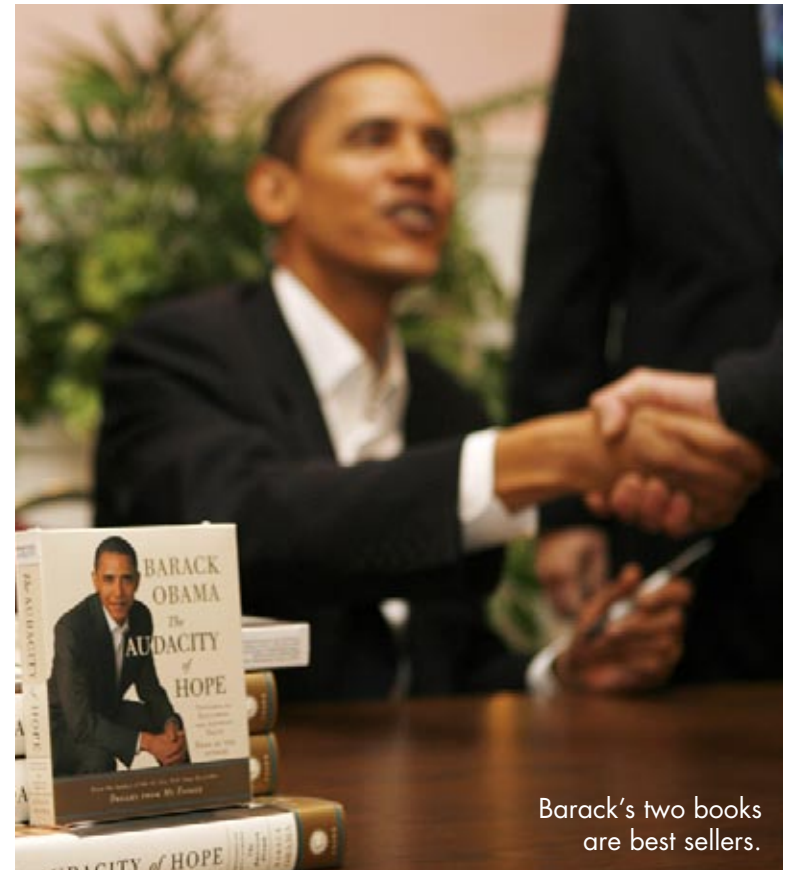


Barack giving an important speech

Barack made a big **speech** in 2004. He saw ways to help the United States be a better nation. He asked all Americans to work together. He spoke about peaceful ways to solve problems.

Many people liked Barack's speech. They liked his **message** of hope and peace. They liked his clear thinking. They wanted Barack to be president.

After four years of hard work, Barack was elected president.



Barack's two books are best sellers.



Barack spoke to a big crowd after he was elected president.

The New President

Barack will start his job as president on January 20, 2009. He and his family will move to the White House.

Barack will keep working to help people and make the world a more peaceful place.

Glossary

cultures (<i>n.</i>)	the ideas and customs of different groups of people (p. 7)
elected (<i>v.</i>)	chosen by people who voted (p. 4)
government (<i>n.</i>)	a group of people who make and enforce laws for a country (p. 12)
lawyer (<i>n.</i>)	a person whose job is to give people advice about the law or to represent them in court (p. 10)
message (<i>n.</i>)	ideas (p. 14)
speech (<i>n.</i>)	a talk given by someone to a group of people (p. 13)

Name _____

Reading a-z

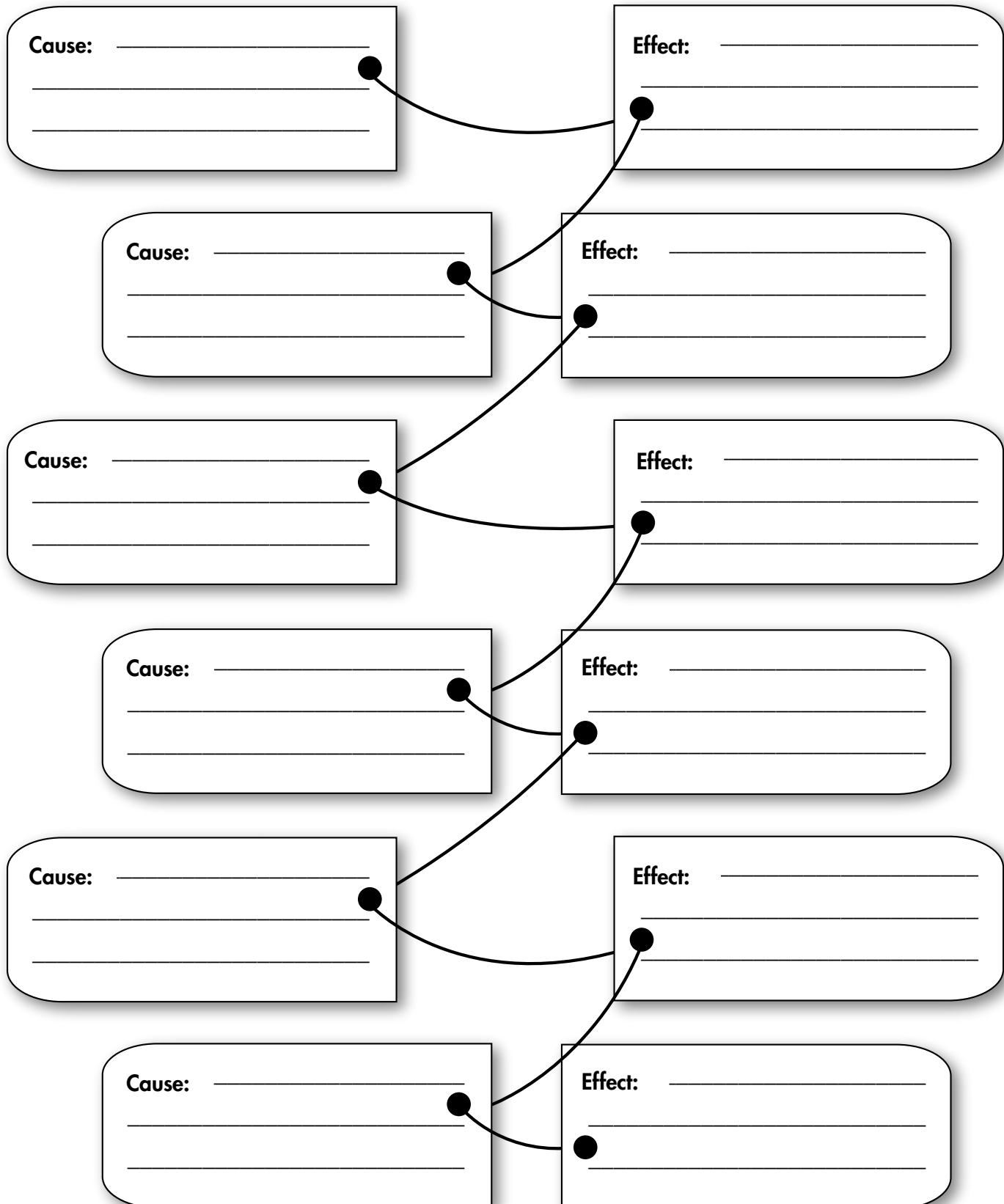
Instructions: In the first column, write what you already know about Barack Obama. In the second column, write what you would like to learn about him. After you finish reading, fill in the third column with information you learned from reading the book and the fourth column with what you still want to know.

Topic: _____

Before Reading		After Reading	
K What I know	W What I want to know	L What I learned	S What I still want to know

Name _____

Instructions: Write causes and effects from the *Barack Obama* book in the correct sequence to show how one event effects another.



Cause: _____

Effect: _____

Cause: _____

Effect: _____

Cause: _____

Effect: _____

Cause: _____

Effect: _____

Cause: _____

Effect: _____

Cause: _____

Effect: _____

Name _____

Instructions: Use your book to find all of the past-tense irregular verbs that the author used. Write all of the past-tense irregular verbs in the left-hand box below. Then write all of their present-tense matches in the right-hand box.

Past-tense verbs

Present-tense verbs

Name _____

Instructions: Look through *Barack Obama* to find five adjectives. Write them in the first column. Write a synonym for each adjective in the second column. At the bottom of the page, use one synonym in a sentence. Use a thesaurus or dictionary if you need help.

	Adjectives	Synonyms
1.		
2.		
3.		
4.		
5.		

My sentence:

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FRIENDS AROUND THE WORLD



Written by Bea Silverberg • Illustrated by Angela Kamstra

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Friends Around the World

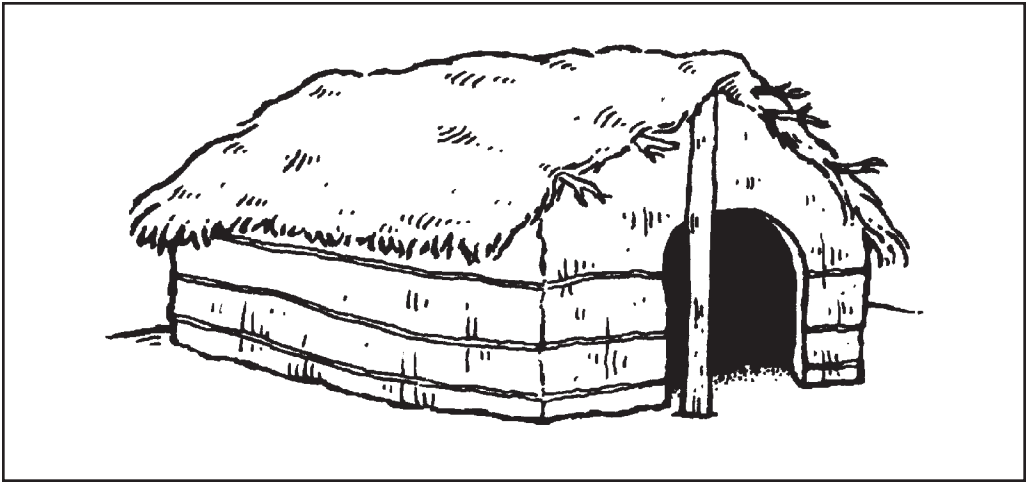
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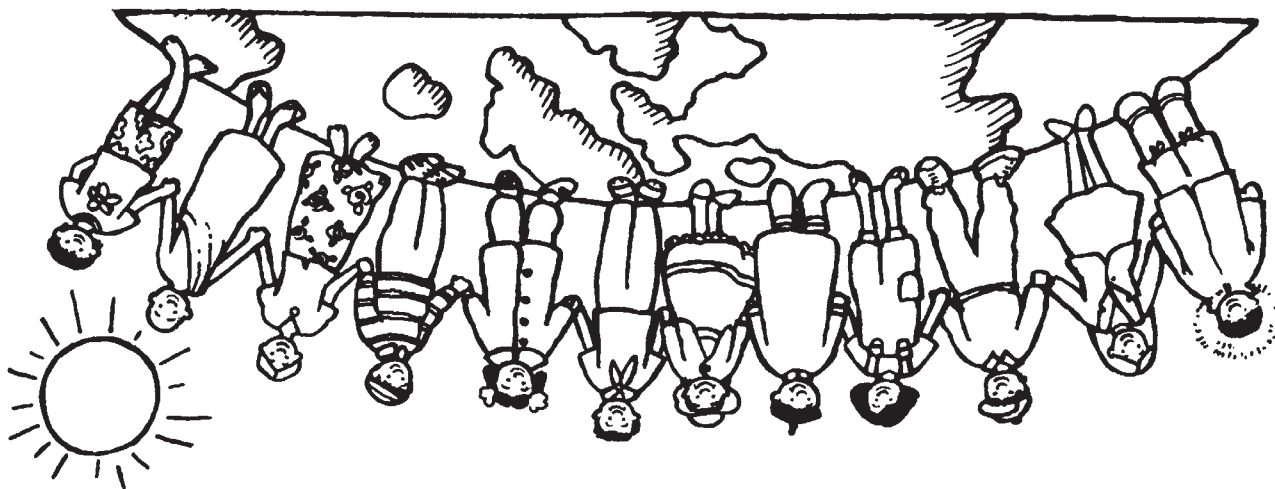
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3

Follow the Sun around the world, and find new friends in new places. Some are like you, and some are different. But they all love to play and sing.

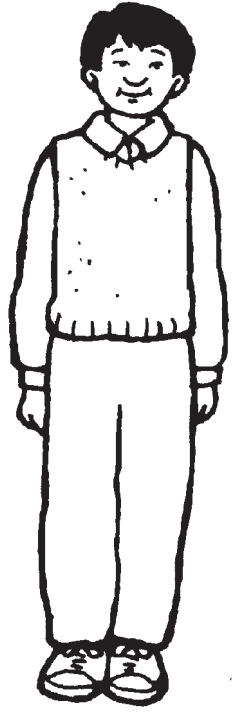
4

INTRODUCTION



A FRIEND IN KOREA

I am Chang-Yong, and I am ten. My family lives in a city apartment in South Korea.



5

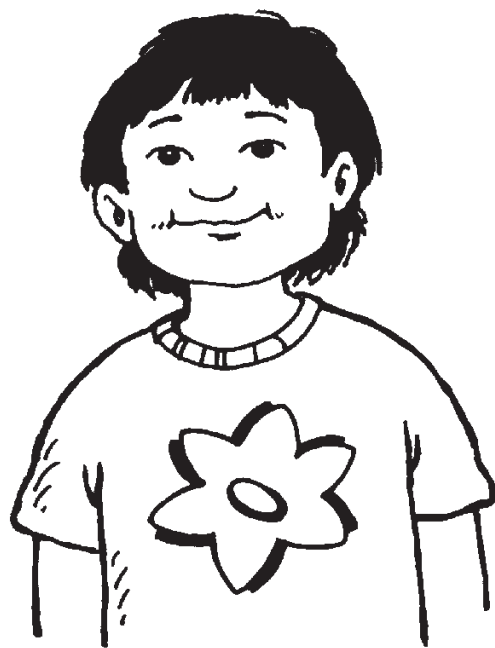
6

I like to study science in school. I play ball with my friends after school. My best jacket is made of silk. My favorite food is barbecued beef.



A FRIEND IN AUSTRALIA

Jessica is my name. I am an Aboriginal Australian, and I am six. I live with my mother and grandmother.



7

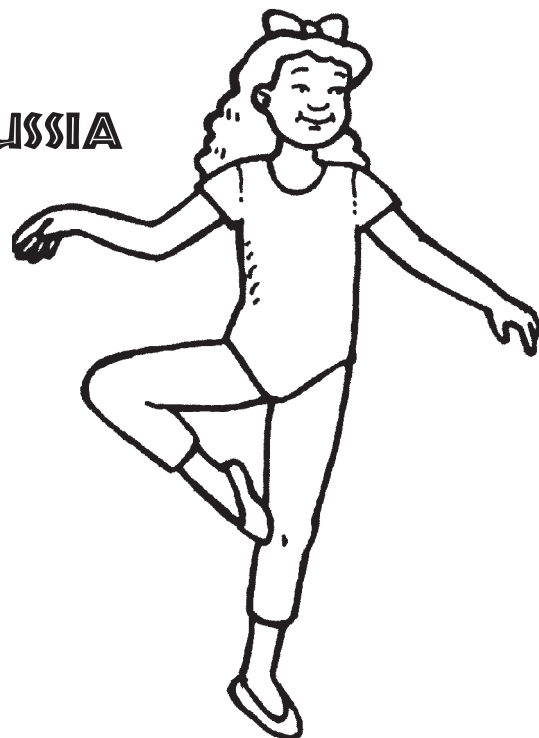
8

My mother is a cook. I love to throw a boomerang
and watch kangaroos hop around.



A FRIEND IN RUSSIA

I am Natasha, and I am seven.
My home is an apartment in
Moscow, Russia. I like dancing.



9

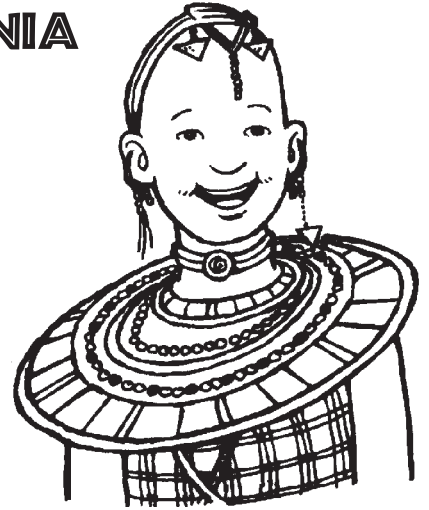
10

In winter, I wear a fur hat and coat. I make snow houses and
snow angels. I love to eat pancakes called bliny (BLEE-nee).



A FRIEND IN TANZANIA

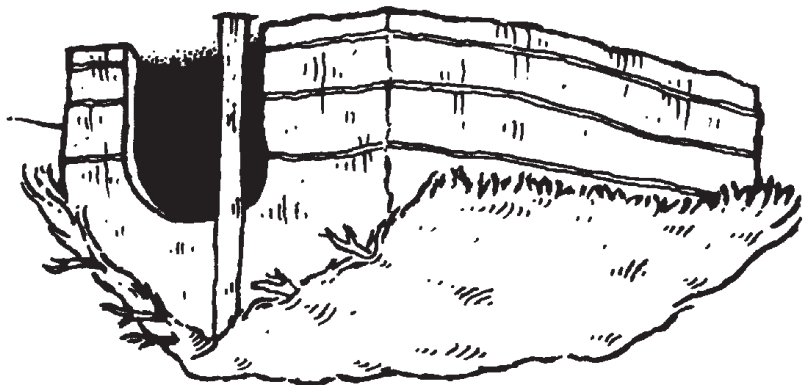
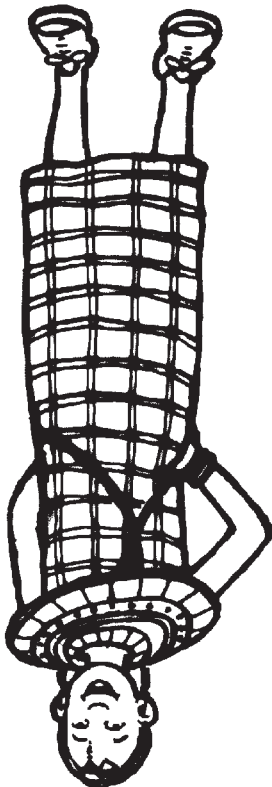
I live in Tanzania, and Manka
(MAH-n-ka-ah) is my name. My family
lives in a wooden hut with a grass roof.
My father takes care of our cows.



11

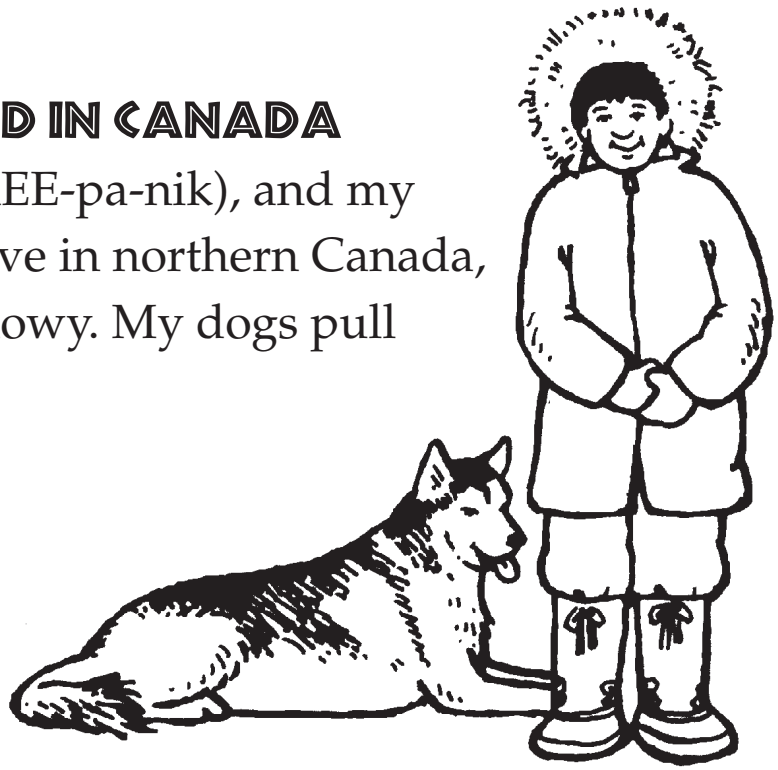
12

I help carry water from the well. I like
to wear my pretty collar with beads.
I make toys out of soft clay.



A FRIEND IN CANADA

I am called Kipanik (KEE-pa-nik), and my people are **Inuit**. We live in northern Canada, where it is cold and snowy. My dogs pull me on my sled.



13

14

I like to play hockey. My dad and his friends hunt for caribou. I like caribou meat with ketchup.



Where Our Friends Live



CONCLUSION

How are you like these children? How are you different?
Do you want to join this circle of friends around the world?

15

16

Aboriginal (<i>adj.</i>)	of or relating to the native people of Australia
barbecued (<i>adj.</i>)	cooked over an open flame in a highly seasoned sauce (p. 6)
boomerang (<i>n.</i>)	a curved stick that returns when it is thrown (p. 8)
caribou (<i>n.</i>)	a large deer of northern and Arctic North America (p. 14)
Inuit (<i>n.</i>)	a group of people who live in the Arctic north of Canada, Alaska, and Greenland (p. 13)
ketchup (<i>n.</i>)	a thick, red sauce that is made with tomatoes, onions, salt, sugar, and spices (p. 14)

GLOSSARY

Name _____

Instructions: Draw what you visualize in your mind for the pages indicated above each box.

Page 4

Pages 5 to 8

Pages 9 to 12

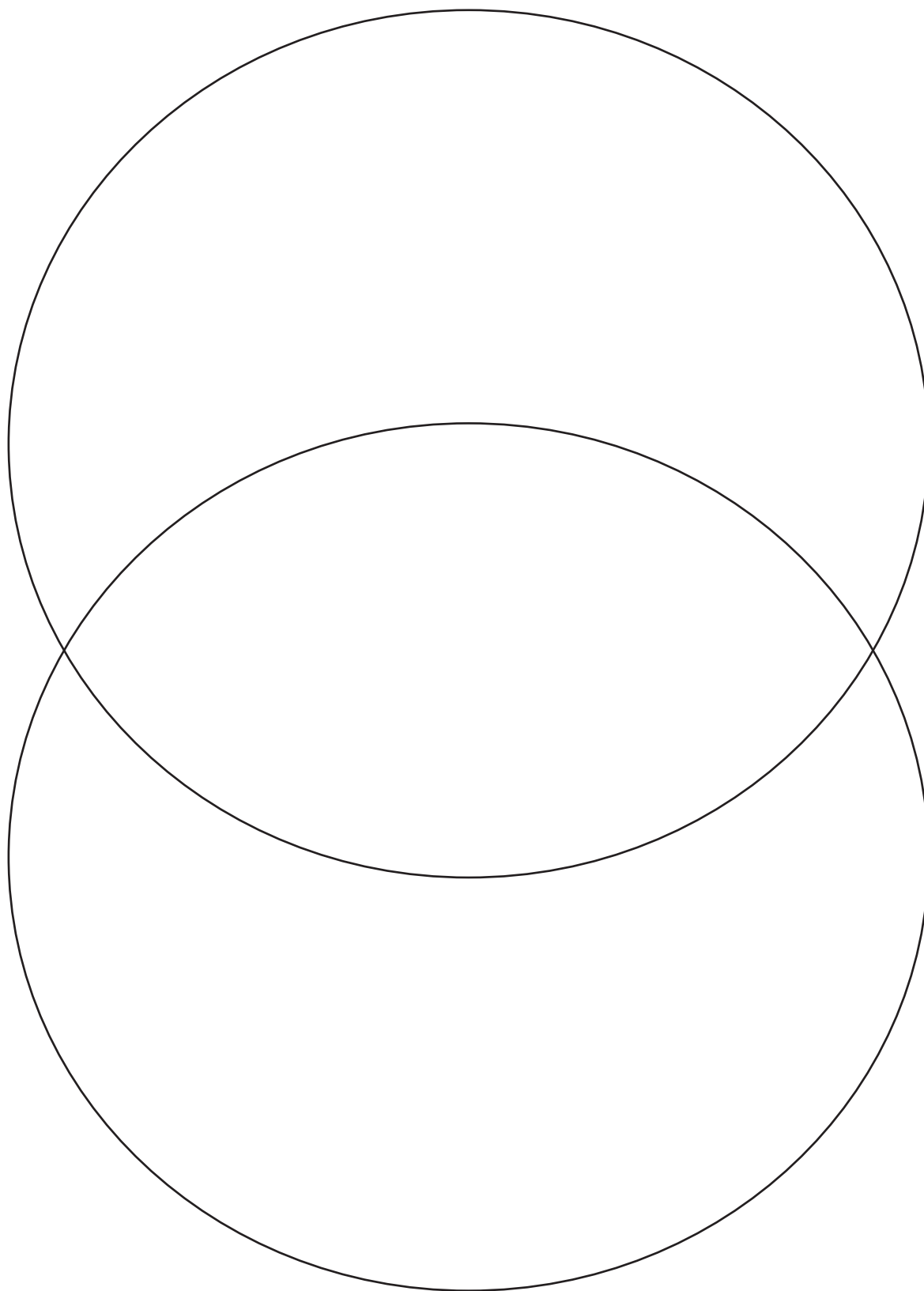
Pages 13 to 14

Name _____

Instructions: Compare yourself to and contrast yourself from one child from the book. Write your similarities and differences on the organizer

Child's name from the book

Your name



Name _____

Instructions: In the text below, circle the letters that should be capitalized. Use a red pencil to circle the letters that should be capitalized as proper nouns and a blue pencil to circle the letters that should be capitalized to mark the beginning of a sentence.

friends around the world

follow the sun around the world,

and find new friends in new places.

some are like you, and some are different.

but they all love to play and sing.

my mother is a cook.

i love to throw a boomerang and

watch kangaroos hop around.



Name _____

Instructions: Below are words taken from *Friends Around the World*. Cut along the dotted lines to separate the boxes. Then move the boxes around on a flat surface to arrange the words in alphabetical order.



South Korea	Russia
Canada	Australia
Jessica	Tanzania
Natasha	Yong
Kipanik	Manka